## English Textbook for Class V

**Department of School Education (Govt. of W.B.)**

**&**

**West Bengal Board of Primary Education**

# A MESSAGE FROM THE BOARD

The new English textbook for class V falls under a newly named series ‘Butterfly’. This series is meant for the Primary level only. This book is thus named **Butterfly: A text book for class V**. This book is based on the new curriculum and syllabus framed and recommended by the newly constituted ‘Expert Committee’ whose responsibility was to examine various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses formulated by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, this series focuses on helping young learners to learn English as Second Language. The book encourages activity-based learning in a child-centric manner. The lively illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of languge learning, viz, listening, speaking, reading and writing in a well-graded manner. The units are woven around a specific theme that caters to various types of learners. We hope this new approach will help learners to develop and strengthen their language skills.

Teachers’ guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching-learning process.

A chosen group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by the renowned artists. We also thank them for their brilliant job.

Suggestions, views and comments to improve the book are welcome.

Manik Bhattacharya.

December, 2017
Acharya Prafulla Chandra Bhavan
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Kolkata 700 091

**President**
**West Bengal Board**
**of**
**Primary Education**

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### Acknowledgement

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# FOREWORD

The Hon’ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an ‘ Expert Committee’ to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series ‘**Butterfly**’. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning in this textbook, and the exercises for the learners have been designed accordingly. The vision of the great poet and educationist Rabindranath Tagore has been our major inspiration while doing the work. Rabindranath, in one of his lectures, exclaimed, ‘I fled the classes which gave me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature’. We have tried to incorporate many new elements in the textbook to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class V** is ‘our culture and heritage’. A Teachers’ guidelines is appended at the end of the book.

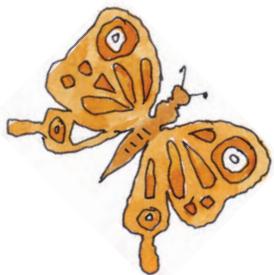
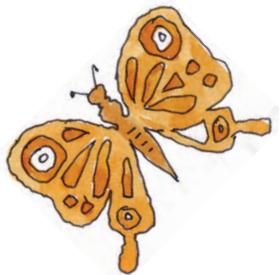
We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Siksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Education Minister Hon’ble Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

Aveek Majumder

**Chairman**
**Expert Committee**
**School Education Department**
**Govt. of West Bengal**

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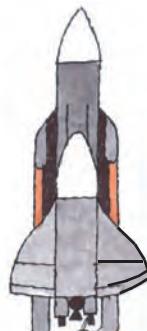

**Cover** : Samir Sarkar

**Illustrations** : Samir Sarkar
Sankha Bandyopadhyay
Subroto Maji

# Revision Lesson

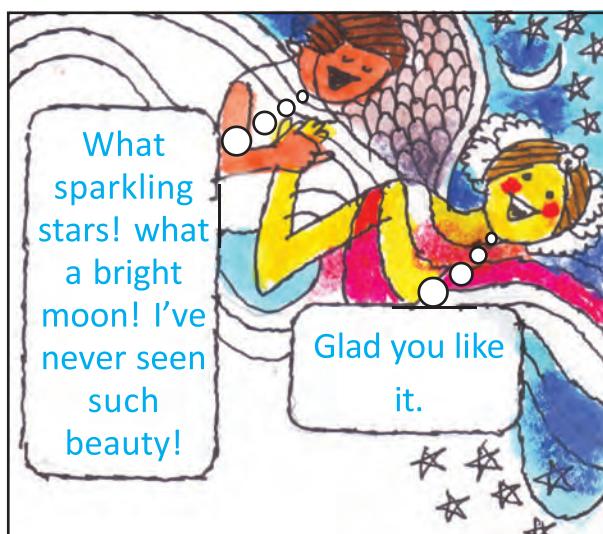
## Let's read...

*Read and enjoy this comic strip :*

1

2

3

4

## Let's do...

### ACTIVITY 1

**[A] *Write T for true and F for false sentences in the given boxes*:**

(1) Grandfather told the boy a story. ☐

(2) The boy fell asleep while listening to the story. ☐

(3) The angel's face looked like the face of the child's mother. ☐

(4) The boy woke up at the call of his grandfather. ☐

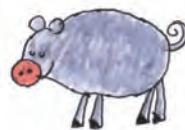
**[B] *Answer the following questions*:**

(a) How did grandmother describe the angel?
(b) Why do the angels take children on a tour?
(c) What were the beautiful things the boy saw in his dream?
(d) What did the boy understand when he woke up?

## ACTIVITY 2(a)

***Match the animals with their young ones and write their names in the given boxes:***

hen

duck

tiger

horse

cow

pig

| colt | | piglet | | calf | |
|---|---|---|---|---|---|
| chick | | cub | | duckling | |

## Activity 2(b)

***Write the names of the adult animals or birds. One is done for you:***

(i) puppy : dog
(ii) kitten: ________________
(iii) kid : ________________
(iv) lamb: ________________
(v) cub : ________________
(vi) eaglet: ________________

## ACTIVITY 3(a)

***Match group A with group B:***

| Masculine Gender | Feminine Gender |
|---|---|
| horse | |
| tiger | |
| dog | |
| | cow |
| | hen |
| | queen |
| | woman |
| | duck |
| | goose |
| peacock | |

## ACTIVITY 3(b)

***Write down the opposite gender of the underlined words:***

Yesterday my **grandmother** and **mother** came to our school. My **father** brings my **brother** and me to school everyday. We address our **male** teacher as '**Sir**'. **He** is a wise **man**.

## Let's talk...

***Sit in groups of four. Your teacher is your quiz-master.***

He/she will ask you these questions:

- What is the capital city of West Bengal?
- What is the capital of India?

- What is the capital city of Bihar?
- Which state has Ranchi as its capital?
- Can you say which state has Mumbai as its capital city?
- What is the capital city of Tamil Nadu?
- Hyderabad is called the 'Charminar City'. Can you say where Hyderabad is situated?
- Which city is called the 'Pink City'?

## Let's do...

### ACTIVITY 4

***Match group A with group B. One is done for you:***

| A | B |
|---|---|
| mason | washes clothes |
| porter | makes chairs, tables |
| doctor | delivers letters |
| soldier | makes earthen pots |
| barber | makes houses |
| pilot | carries goods |
| cobbler | looks after patients |
| potter | fights in wars |
| postman | stitches clothes |
| washerman | drives aeroplanes |
| carpenter | repairs shoes |
| tailor | cuts hair |

## ACTIVITY 5

***Choose the right word from the ones given in brackets:***

Last week my sister and I [go/goes/went] to the village fair. There [were/was/are] many shops. My sister [wants/ wanted/want] to take a ride in the Giant Wheel. We [bought/buy/buys] tickets for it. We [enjoy/enjoys/enjoyed] the ride. Then we [ate/eat/eats] food. It was getting late. So we went back home.

**Let's talk...**

## ACTIVITY 6

**'Catch the Thief' game**

**How to play the game:**

Form a group of eight students.

Call out in chorus and count the members of the group one by one :

**"Tinker, Tailor**
**Soldier, Sailor**
**Rich man, Poor man**
**Beggar man, Thief"**

- The boy/girl who becomes the eighth member is the **Thief** and he/she will have to describe something (like, a sports event watched recently).
- If his/her description is satisfactory, everyone will clap.
- If he/she fails, he/she will have to act according to certain directions given by his/her friends (like, sing a song, recite a poem etc).

## ACTIVITY 7

**Who am I?**

(a) I deliver letters and parcels to your houses. I am a ____________.

(b) I assist doctors. I look after the sick in a hospital. I am a ____________.

(c) I drive buses and taxis. I can also drive trucks. I am a ____________

(d) I work in the fields all day. I grow crops. I am a ____________.

## ACTIVITY 8

***Change the singular numbers into plural numbers by adding –s/-es/ -ies [one is done for you]*:**

| Singular | Plural |
|---|---|
| bat | bats |
| book | |
| ball | |
| bus | |
| ass | |
| mosquito | |
| butterfly | |
| buffalo | |
| donkey | |

## ACTIVITY 9

***Put a tick ( ✓ ) mark to choose the right answer. One is done for you:***

(a) I [am/is] reading a book. ✓

(b) My sister [am/is] playing.

(c) My parents [is/are] working in the field.

(d) Our teacher [is/are] writing on the blackboard.

(e) You [is/are] swimming.

## ACTIVITY 10

***Rearrange the words and make meaningful sentences*:**

**Example :** School/ study/ in/ I/ Primary/a

I study in a Primary School.

(a) school/close/My/ to/my /house/is

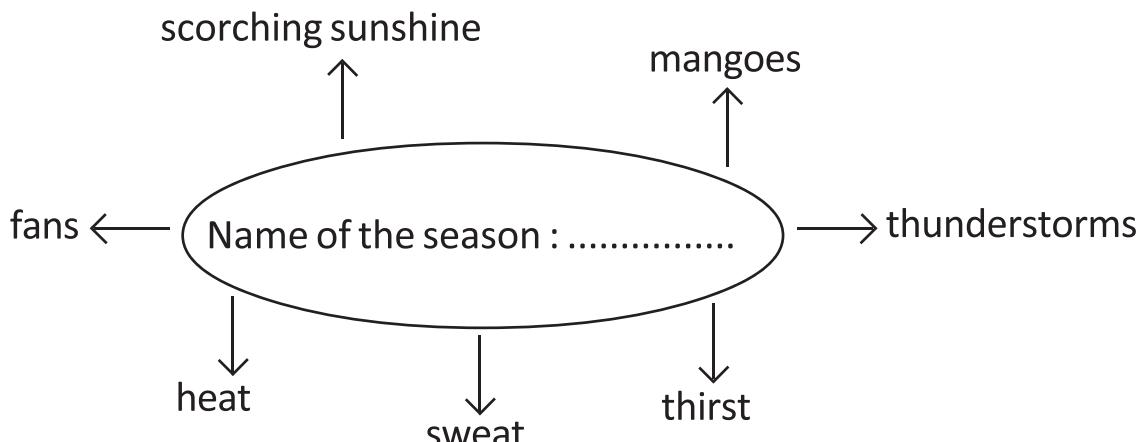
(b) I/school/ go/everyday/to

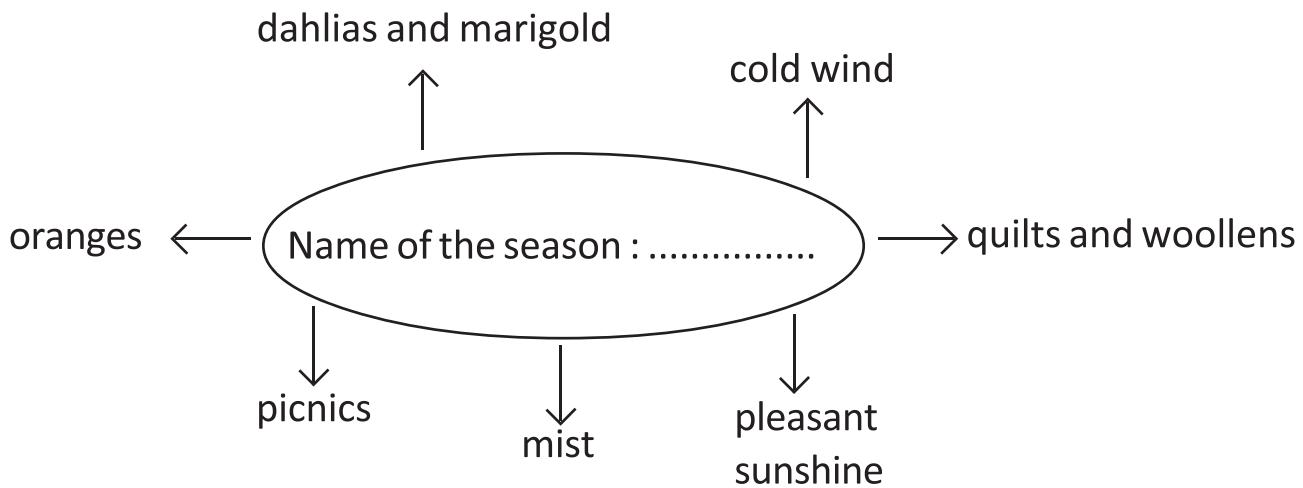
(c) English/to/I/study/love

(d) My/love/teachers/very/me/much

(e) I/student/want/to/good/be/a

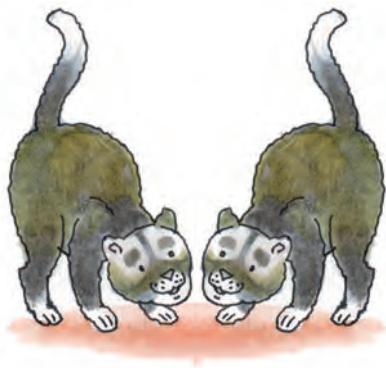
## Let's share...

## ACTIVITY 11

Draw a picture of an action in which water is used. Show it to your class. Tell your friends how water is being used in your picture.

## ACTIVITY 12

### Seasons in my country

Look at the words given below. Tell your friend about the features that are related with the season. Ask your friend to guess the season.

[I]

[II]

Describe the seasons by using the words given here. Write five sentences for each season.

## Let's recite...

There once were two cats of Kilkenny.
Each thought that was one cat too many.
So they started to fight
And to scratch and to bite –
Now, instead of two cats, there aren't any.

## Let's work together...

Draw a picture with any one of the seasons as your theme. Show it to your friends.

# Lesson - 1

# *India : Superpower in Cricket*

## Let's begin...

- Which game do you like the most?
- Look at the picture. Can you guess who these people are?
- Who is your favourite cricketer ?

## Let's read...

Rahul is very excited today. He has just finished watching a cricket match in which India beat England in a close finish.

''India is finally a **superpower** in cricket now!'' He exclaimed in **glee**.

His father said, "That's right , but all this started way back in 1983, when India beat West Indies to lift the World Cup for the first time."

Rahul's father, a great cricket-lover like him , handed him a yellowish newspaper cutting ."What's this?", Rahul asked his father. "This is from a newspaper of 26th June ,1983 , just the day after India won the World Cup Cricket for the first time," his father replied with a smile . "I was in class seven then, and I have kept it with me all these days. Go through it and tell me how you feel about it," he added.

After dinner Rahul started reading the old, yellowish **paper-cutting**.

He learnt that on 25th June 1983, Lords', the famous cricket ground in England, was fully packed for the final showdown. Thousands of people came to watch the match. It was a grand event after a period of four years, since the last World Cup final in 1979.

**Word Trove**

**superpower** – having the greatest power
**glee** – joy
**paper-cutting** – part of a newspaper , cut and kept for further reference

## Let's do...

### ACTIVITY 1

***Let's complete the following sentences :***

(a) India is now ..........................................

(b) India's first World Cup victory was in the year ..............................

(c) .................. people came to watch the '83 final.

(d) There is a gap of ......................years between any two World Cup tournaments.

## ACTIVITY 2

***Let's write T for True and F for False statements in the given boxes :***

(1) India has improved in cricket over the years. ☐

(2) Rahul's father does not like sports and games. ☐

(3) India won the first World Cup in the '80s. ☐

(4) In 1983 the World Cup matches were played in England. ☐

## Let's continue...

In the final, India lost the **toss** and were made to bat against a West Indies team that could boast of the world's strongest bowling attack. The Indian batting line up **crumbled** against the great West Indies fast bowlers **comprising** of Andy Roberts, Malcolm Marshall, Joel Garner and Michael Holding. It was only Krishnamachari Srikkanth (38 from 57 balls) and Mohinder Amarnath (26 from 80 balls) who at the top of the batting line-up offered some significant fight. The lower order batsmen showed courage and with their effort India was able to compile 183 runs (all out, 54.4 overs). Indian innings had only three sixes, one by Srikkanth, one by Sandeep Patil (27 from 29 balls), and one by Madan Lal (17 from 27 balls).

However, the Indian bowlers, made best use of the weather and pitch conditions and were able to bowl out the great West Indies batting line-up for a mere 140 runs from 52 overs. India thus achieved a historic win by 43 runs. Amarnath and Madan Lal took three wickets each. This was one of the most **incredible** upsets in cricket history where the **invincible** West Indies was defeated.

**Word Trove**

**toss** – throw a coin into the air to make a choice
**crumbled** – to come to an end
**comprising** – consisting of
**incredible** – hard to believe
**invincible** – unbeatable

## Let's do...

### ACTIVITY 3

***Work in pairs to answer the questions.*** :

(a) Which team won the toss ?
(b) Who was the highest scorer for India in the match ?
(c) What was India's total score in the match ?
(d) Which was the invincible cricket team before 1983 ?

### ACTIVITY 4

***Provide information from the passage. Work in groups***:

(1) The four fast bowlers of West Indies: ..........................................
..........................................
..........................................
..........................................

(2) Three Indian batsmen who hit sixes: ..........................................
..........................................
..........................................

(3) Factors that the Indian bowlers utilized: ..........................................
..........................................

(4) Two Indian bowlers who took three wickets each: ..........................................
..........................................

## ACTIVITY 5

***Let's match Table A with Table B*:**

| Table A | Table B |
|---|---|
| 1. West Indies | 43 runs |
| 2. Sandip Patil | bowled first |
| 3. West Indies played for | 52 overs |
| 4. India won by | played 29 balls |

## Let's continue...

The most memorable moment of the match came when Kapil Dev, the Indian captain, ran a distance of about 20 **yards** to take a catch which dismissed Vivian Richards, the West Indies top scorer. Amarnath played a **vital** role in India's win. He took 3 wickets while giving away just 12 runs from his seven overs of bowling. He was declared the Man of the Match for his all-round performance.

The Indian team had **stunned** the world by winning the World Cup. Cricket, in India, started gaining **rapid** popularity since then.

Rahul finished the report and tried to imagine how excited his father, then in class seven, must have been when Kapil lifted the World Cup for India for the first time.

### Word Trove

**yard** – almost 3 ft
**vital** – important
**stunned** – shocked
**rapid** – fast

## Let's learn...

***Let's read the following sentences*:**

♣ Rahul's father, a great cricket-lover like him, handed him a yellowish newspaper cutting .

♣ "What's this?" Rahul asked his father.

♣ "This is from a newspaper of 26th June, 1983, just the day after India won the World Cup Cricket for the first time", his father replied with a smile. "I was in class seven then and have kept it with me all these days. Go through it and tell me how you feel about it," he added.

Now you see that

| . | full stop indicates the end of a sentence. |
|---|---|
| , | comma indicates a short pause ( within a sentence ). |
| ? | question mark indicates a question. |
| " " | inverted commas are used to indicate direct speech . |

These are all ***punctuation marks*.**

## Let's do...

### ACTIVITY 6

***Insert suitable punctuation marks in the following passage. One is done for you*:**

One day a man went to the market (. ) He bought a box ( ) a bat ( ) a ball and a pen from the market. His bag became heavy ( ) Do you know what he did then ( )

He said to a horse ( ) ( ) Please share my load ( ) It is too heavy for me ( ) ( ) The horse replied( )( )It is your load ( ) Don't ask me to share it ( ) ( )

## ACTIVITY 7

***Fill in the blanks with words from the box. One is done for you:***

(1) The captain <u>lifted</u> the trophy after winning the tournament.

(2) Sourav Ganguly has great ............................ all over India.

(3) The ............................in England is sometimes dark and gloomy.

(4) Our batsmen put up a brave ................................ against the opponents.

(5) The footballer ............................. the audience by his skill.

| stunned, resistance, lifted, weather, popularity |
|---|

## ACTIVITY 8

***Rearrange the sentences to show the sequence of action by putting numbers in the brackets. The first one is done for you*:**

(1) India scored 183 runs. (   )

(2) The final was played at Lords'. ( 1 )

(3) India won by 43 runs. (   )

(4) West Indies could score only 140 runs. (   )

(5) West Indies won the toss. (   )

(6) India batted first. (   )

(7) Amarnath was declared the Man of the Match. (   )

## Let's learn...

***Let's read the following sentences*:**

(1) Who are you?

I am Bina.

(2) Where do you live?

I live in Kolkata.

(3) When do you have your breakfast?

I have my breakfast in the morning.

(4) Which is your favourite sport?

My favourite sport is cricket.

## Let's do...

### ACTIVITY 9

***Let's fill in the blanks with the words given in the box:***

(1) .................... do you play with your friends?
I play with my friends in the afternoon.

(2) ...................... is your best friend?
Ramen is my best friend.

(3) ................. will you go in the summer vacation?
We shall go to Darjeeling in the summer vacation.

(4) .................. did you have as your tiffin?
I had bread as my tiffin.

## Let's learn...

***Let's read the sentences:***

(1) **Rahul** is very excited today.

(2) **Indian bowlers** utilized the weather and pitch conditions.

(3) **Kapil Dev** ran a distance to take a catch.

(4) **Amarnath** played a vital role in India's win

(5) **Cricket** started gaining rapid popularity in India.

Let's reframe each of the above sentences using '**who**' or '**what**'.
The answers are in coloured words.
All these words are the **Subject** words of the sentences.
The remaining part of each of the sentences is called the Predicate.

| Subject | Predicate |
|---|---|
| Rahul | is very excited today. |
| Indian bowlers | made best use of the weather and pitch conditions. |
| Kapil Dev | ran a distance to take a catch. |
| Amarnath | played a vital role in India's win. |
| Cricket | started gaining rapid popularity in India. |

- To identify the subject, ask who/what to the verb of the sentence.
- Every sentence has two parts: Subject and Predicate.
- The Subject is that part of a sentence about whom/which the sentence says something.
- Predicate is that part of the sentence that tells us something about the Subject.

## Let's do...

### ACTIVITY 10

***Let's separate the subject and predicate in the following sentences and classify them in the table given below*:**

(1) The boy plays in the field.

(2) He is very happy today.

(3) The girl stood first this year.

(4) A tree is our best friend.

(5) The moon revolves round the earth.

| Subject | Predicate |
|---|---|
| | |
| | |
| | |
| | |
| | |

## Let's learn...

***Let's look at the following sentences:***

- It was **an** old newspaper.

  The word **an** like '**a**' stands for a single object.

  '**A**' is used before a word that begins with a **consonant** sound.

  '**An**' is used before a word that begins with a **vowel** sound.

***Let's read the following groups of words:***

**A** crow

**A** stone

**A** mountain

**A** book

**A** shoe

**An** apple

**An** eye

**An** ink pot

**An** owl

## Let's do...

### ACTIVITY 11

***Let's write 'a' or 'an' before the words:***

(1) .................. orange

(2) .................. goat

(3) ................. man

(4) ................. ice-cream

(5) ................ airship

(6) ................ lake

(7) ................ umbrella

(8) ................ cricketer

## Let's learn...

***Let's read the following sentences*:**

(1) Indian bowlers utilized **the** weather and pitch conditions.

(2) In **the** final India lost **the** toss.

(3) Only three sixes were hit in **the** Indian innings.

Here **the** indicates a particular and specific person, animal, object or concept.

***Let's read the words:***

**the** Ganges
**the** Himalayas
**the** moon
**the** best player
**the** sun

The words **a**, **an** and **the** are called **ARTICLES.**

## Let's do...

### ACTIVITY 12

***Use 'the' with the following words or word-clusters and make sentences*:**

Sun, Indian Ocean, eldest son, Indian cricket team

## ACTIVITY 13

***Let's fill in the blanks with suitable articles*:**

India won .................... Cricket World Cup once again in 2011. It was ............. moment of great triumph and .................... event of great inspiration to ................. youth of India. ......................... members of team India were hailed as national heroes.

## ACTIVITY 14

Amarnath was awarded the Man of the Match for his all-round performance. ***Let's write four sentences to describe his heroics*:**

(1) ........................................................................................................

(2) ........................................................................................................

(3) ........................................................................................................

4) ........................................................................................................

## Let's recite...

### Timed Out

First we had the test—
Cricket at its best—
Went on full five days!
The match was long and slow
And, for all you know,
A game we love always!

Then the one-day match,
Strike, run, throw and catch,
There's no greater thrill!
An entire day goes fast
Test, a matter of the past!
Call it what you will!

Its twenty-twenty now-
All spiced-up, and how !
Sixers all the way!
We hardly spare a thought
At how the game grows short
Just enjoy the day!

## Let's talk...

**Tell your friends of your feelings about India's win in any recent cricket match.**

## Let's work together...

Make a scrap book. Collect pictures of Indian cricketers or footballers. Discuss with your friends a cricket or football match in which those players took part.

# Lesson - 2

# *A Feat On Feet*

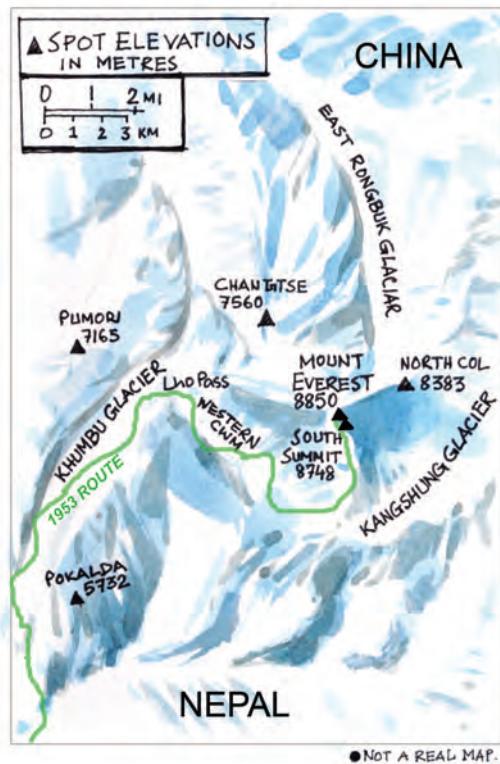
## Let's begin...

- What do you see in the picture?
- Which is the highest mountain peak in the world?
- Where is it located?

## Let's read...

Edmund Hillary and Tenzing Norgay were part of the British **expedition** to Mt. Everest in 1953.Colonel John Hunt led the expedition. Hunt selected a team of people, all of whom were experienced climbers. Edmund Hillary, a climber from New Zealand, and Tenzing Norgay, a Sherpa from India, were among the eleven chosen climbers.

After months of planning, the team began to climb.

Out of all the climbers on the expedition, only four would get a chance to make an attempt to reach the **summit**. Hunt, the team leader, selected two teams of climbers. The first team included Tom Bourdillon and Charles Evans, while Edmund Hillary and Tenzing Norgay made up the second team.

The first team left on May 26, 1953 to reach the summit of Mt. Everest. The two men made it up to about 300 feet short of the summit, still the highest any human being had yet reached. They were forced to turn back after they **encountered** bad weather.

At 4 a.m. on May 29, 1953, Hillary and Norgay awoke and got ready for their climb. Hillary discovered that his boots had frozen and spent two hours **defrosting** them. The two men left camp at 6:30 a.m. Upon their climb, they came upon one particularly difficult rock face, but Hillary found a way to climb it. The rock face is now called "Hillary's Step".

At 11:30 a.m., Hillary and Norgay reached the summit of Mt. Everest. Hillary reached out to shake Norgay's hand, but Norgay gave him a **hug** in return. The two men enjoyed only 15 minutes at the top of the world because of their low oxygen supply. They spent their time taking photographs and enjoying the view. Norgay placed a food offering to God. When their 15 minutes were up, Hillary and Norgay made their way back down the mountain.

## Word Trove

**expedition** – organized journey with a purpose

**summit** – top

**encountered** – faced

**defrosting** – removing ice

**hug** – embrace

## Let's do...

### ACTIVITY 1

***Let's find out*:**

What happened on May 29, 1953 ? Follow the given sequence and describe:

4a.m ..............................................................................................

6.30a.m. ..............................................................................................

11.30a.m ..............................................................................................

11.45a.m. ..............................................................................................

### ACTIVITY 2 (a)

***Find out the names of glaciers from the route-map of Hillary and Tenzing. Work in groups. One is done for you*:**

(1) East Rongbuk Glacier

### ACTIVITY 2 (b)

***Arrange the glaciers from north to south. One is done for you:***

(1) East Rongbuk Glacier

### ACTIVITY 3

***Let's answer the following questions:***

(a) Who was the leader of the British Everest expedition of 1953?

(b) How many climbers were chosen for the expedition?

(c) How many climbers got the chance to climb to the top?

(d) Who were the members of the first team?

## Let's continue...

**Some interesting incidents occurred in the following years:**

**2000**

May 22 - Anna Czerwinska became the oldest woman to reach the summit of Mount Everest at the age of 50.

**2011**

May 20 – Arjun Vajpai, at the age of 16 years and 11 months, became the youngest Indian to climb Mount Everest.

## Let's do...

### ACTIVITY 4

***Let's complete the following sentences:***

(a) The oldest woman to climb Mt. Everest is ............................

(b) She climbed at the age of ............................

(c) The youngest Indian to climb Mt. Everest is ............................

(d) He climbed on ............................

## Let's learn...

***Let's read the words*:**

Edmund Hillary, Tenzing Norgay, Colonel Hunt, Mt. Everest, China, boots, glacier, India, rope.

All these words are names. Naming words are called **Nouns**.

## Let's do...

### ACTIVITY 5

***Now classify the nouns and fill in the table. One is done for you*:**

| Name of Person | Name of Place | Name of Things |
|---|---|---|
| Edmund Hillary | India | boots |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## Let's learn...

***Let's read the sentences*:**

- **India** is a **country**.

The word **India** is the name of a particular country.

**India** is a **Proper Noun.** A **Proper Noun** specifically indicates the name of any person, country, mountain, river etc. The word **country** is more general.

The word **country** is a **Common Noun.** A **Common Noun** indicates a general reference.

## Let's do...

### ACTIVITY 6

***Let's classify the following words into Common Nouns and Proper Nouns*:**

Pinky, Ravi, Soyuz T-11, mother, Rakesh, Kalpana, Columbia, India, USA, Haryana, California, Barun, Osman, space, book .

| Common Noun | Proper Noun |
|---|---|
| | |
| | |
| | |
| | |
| | |

## ACTIVITY 7 (a)

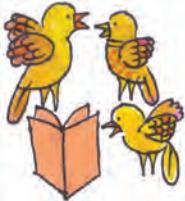
***Let's identify the words signifying masculine and feminine gender in the passage*:**

Once upon a time, there lived a powerful **king**. He had a beautiful garden. In it, there were flower trees beside a lake. Bees came and sat on the flowers. Peacocks danced in the garden. A goose swam in the lake. Drones flew about in the garden. The **queen** loved the garden. In the evening, she sat there and watched the peahens picking at the grains. A gander glided on the water.

## ACTIVITY 7 (b)

***Write the Masculine Gender with the corresponding Feminine Gender in the table. One is done for you*:**

| Masculine Gender | Feminine Gender |
|---|---|
| king | queen |
| | |
| | |
| | |

## ACTIVITY 8

***Write five sentences describing the route map of Tenzing and Hillary. One is done for you:***

Hillary and Tenzing started their final climb at 6.30 a.m.

## Let's talk...

Your friend wants to visit your house. Tell her/him how she/he will find her/his way to your house from-(i) the bus-stop (ii) the school (iii) the railway station.

## Let's recite...

How many miles still, to the top?
No-one knows for sure.
Walls of ice and a steep, steep drop
Mount Everest's allure!
Danger has its beauty too
That is why they climb—
This perilous peak they yet pursue
It's adventure time!
Let them go forth, come what may
Glory waits for them —
A burst of joy on this wondrous day
Not just mortal fame!

## Let's work together...

All of us love adventure. Take a sheet of chart paper and make a list of all the adventures we would like to experience. Work in groups.

# Lesson - 3

# *Phulmani's India*

**Let's begin...**

Painting by Abanindranath Tagore

- What do you see in the picture?
- What do you thing the man is gazing at?
- Who is the with the man?

## Let's read...

Phulmani is a Santhal girl. She lives in a village. Have you ever been to her house? There are beautiful pictures painted on the walls of her house. All her neighbours have painted on their doorways and interiors. There are pictures of trees, flowers and birds on the walls and floors. Phulmani, like her elders, loves to paint on the mud walls. The pictures of hers are colourful. Her teachers told her that even in ancient India, people used to paint inside the caves and on the rocks of hills. The rock paintings of **Bhimbetka** are more than twenty thousand years old. They are red, white, green or yellow in colour. Phulmani has never been to Bhimbetka to see the rock paintings of ancient men. But she has heard stories about the famous rock paintings from her teacher.

One day, her teacher showed her a picture. She came to know that it was the picture of a very famous cave painting of our country. Do you want to see that painting? Here it is:

This is one of the paintings found in the **Ajanta** caves. It is a **fresco**. Almost two thousand years ago, some great Indian artists painted inside the caves of Ajanta and **Ellora**. Our country is the home to many religions. Hinduism, Buddhism and Jainism appear together in the **sculptures** of Ellora. Down the ages many great artists painted inside many other temples and churches of our country.

Little Phulmani is surprised to know that many of the Indian dance forms started within the temples. Phulmani is a natural dancer. She loves to dance to the rhythm of the drum like all the other members of her **community**. Her teacher said that folk dance is a popular art form among the various communities of India. The Punjabis love the *Bhangra* dance. In the same way, *Dandiya* is popular in Gujrat, *Bihu* in Assam and *Chhau* in West Bengal. Phulmani loves to watch Chhau dance performed during festivals. The performers wear masks. They shake their heads and jump in the air in harmony with music. Phulmani always cries out in joy at the end of a Chhau dance performance.

## Word Trove

**Bhimbetka** – The place is situated in Madhya pradesh.

**Ajanta** – The caves are situated in Maharashtra. Ajanta caves are famous for paintings based on the tales of Lord Buddha.

**fresco** – a painting on the plaster of the wall

**Ellora** – These caves are in Maharashtra too. Images of Hindu gods and goddesses are found here. We also find sculptures related to Jainism and Buddhism.

**sculpture** – carving on wood or stone

**community** – people of the same clan or society

## Let's do...

### ACTIVITY 1

*Tick the correct answer :*

(1) The rock paintings of Bhimbetka are more than --- [a] 1000 years [b] 20,000 years [c] 12000 years old.

(2) Ajanta is famous for -- [a] cave paintings [b] wood paintings [c] canvas paintings.

(3) *Bihu* is a popular folk dance of -- [a] Punjab [b] Assam [c] West Bengal.

## ACTIVITY 2

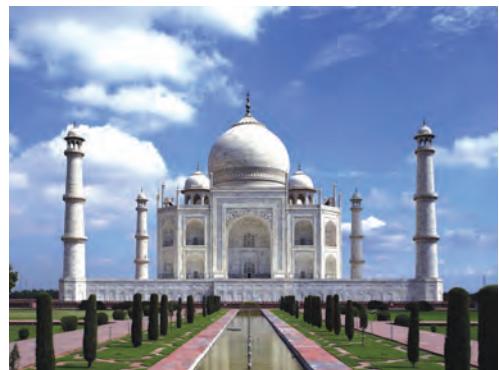
***Let's match the dances with the states :***

## Activity - 3

***Let's supply the missing information :***

1. The primary colours used in the rock paintings at Bhimbetka are.........................
2. Most of the Indian dances originated from.........................
3. Sculptures are found in.........................
4. In the caves of Ajanta we find.........................

**Let's continue...** Last Sunday little Phulmani went to see a *jatra* with her parents. Phulmani was thrilled to see the jatra. The next day when she narrated the story of the performance to the class, her teacher said that *jatra* is actually a kind of folk theatre. This kind of theatre is performed under different names in different parts of our country. It is called *tamasha* in Maharashtra, *nautanki* in North India and *jatra* in Bengal. Most of these folk theatres are based on **mythological** incidents or characters.

India has a rich **heritage** of classical dance. There are many classical dance forms, and each deals with some mythological narrative. The dancers wear colourful dresses and dance in **harmony** with music. Dramatics is an **essential** part of the Indian classical dance tradition. Kathak is a dance of North India, while Bharatnatyam, Mohiniattyam, Kuchipuri and Kathakali are all from South India. Manipuri and Odissi dance are dance forms of Eastern India. Such a wide variety of dance forms cannot be found anywhere else in the world.

Dance and music have always been integral to the Indian culture. Phulmani has a sweet voice. She believes that she can sing in harmony with musical instruments, like sitar, tabla, sarengi, drum, and so on. Phulmani came to know that the Indian kings and rulers **patronised** classical music and dance in their courts. Emperor Akbar loved to listen to the songs of Tansen. Our country is so big that we have many different styles of classical music like Hindustani and Carnatic. Each of these styles grew in temples and developed down the ages.

Phulmani is proud to be an Indian. She has heard that our country is full of great monuments, forts and wonderful architectures. She has seen the picture

of the Taj Mahal. It is one of the seven wonders of the world. The fort at Agra and the Red fort in Delhi are also worth seeing. The huge gateway or Buland Darwaza, built by Emperor Akbar, at Fatepur Sikri is also among the monuments that Phulmani wishes to see. She hopes that some day she will be able to travel all over India and see all the fascinating monuments.

## Word Trove

**mythological** – related to imaginary age-old tales handed down through generations.

**heritage** – elements of culture which are passed on from one generation to another

**harmony** – matching in rhythm

**essential** – most necessary

**patronised** – gave support to art, music etc.

## Let's do...

### ACTIVITY - 4

***Write T for true and F for false sentencesin the given boxes:***

1. In India there are many types of classical dances. ☐
2. Kathakali dance originated in northern India. ☐
3. Sitar is a musical instrument. ☐
4. In India there is only one form of classical music. ☐
5. Tansen was a great vocalist. ☐

## ACTIVITY - 5

***Let's write the answers to these questions :***

(1) Which country has a rich heritage of classical dance ?

(2) What is an essential part of Indian classical dance?

(3) Who loved to listen to the songs of Tansen ?

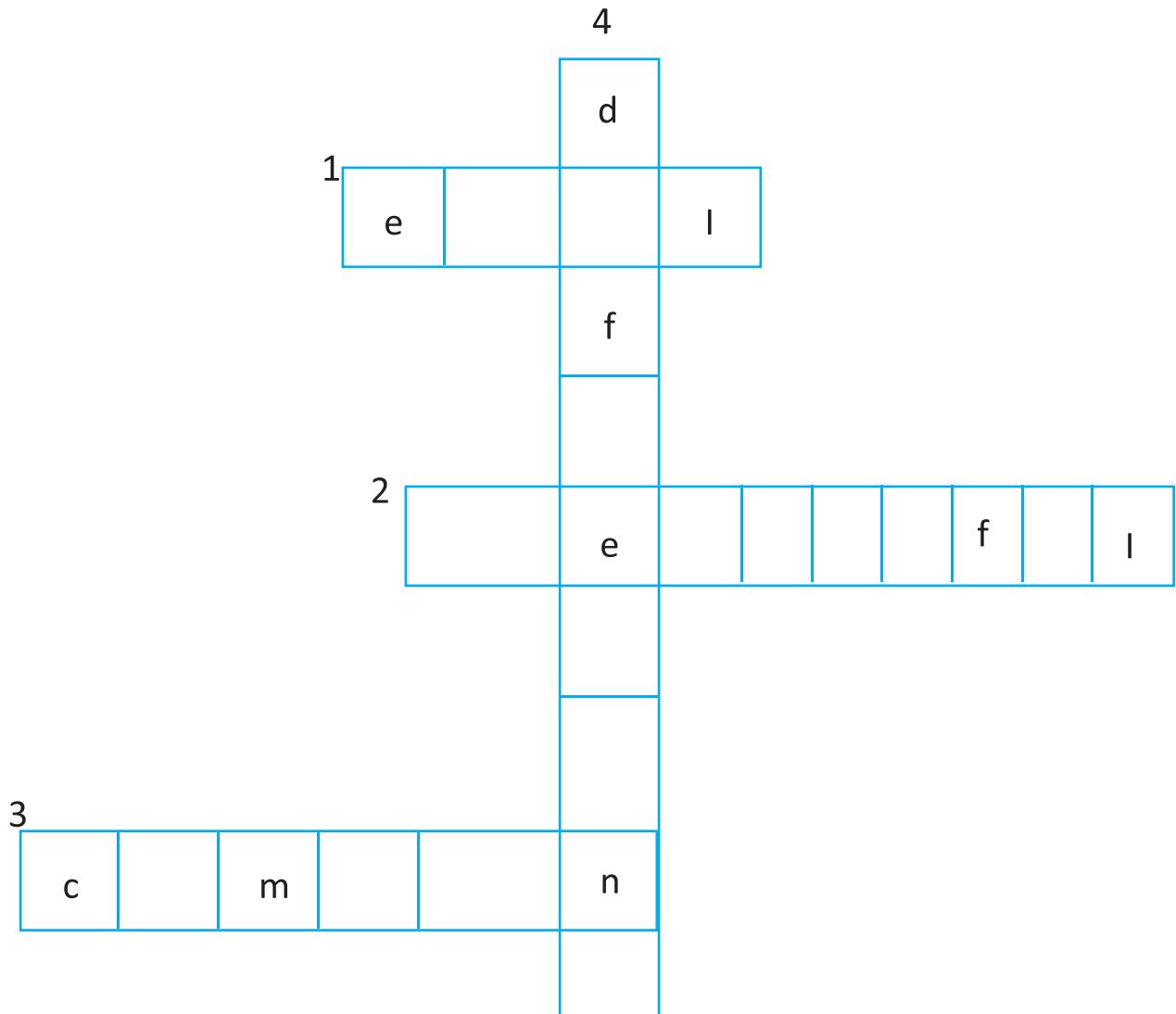
(4) Which monument in India is among the seven wonders of the world ?

(5) What is Buland Darwaza ?

(6) Name the folk theatres of

(a) Maharashtra,

(b) Bengal,

(c) North India.

## ACTIVITY 6

***India is a country of dances. Find the names of these dances in this maze. One is done for you.***

| k | u | c | h | i | p | u | r | i | p |
|---|---|---|---|---|---|---|---|---|---|
| moh | i | n | i | a | t | t | y | a | m |
| a | c | m | a | n | i | p | u | r | i |
| k | a | t | h | a | k | a | l | i | q |
| u | g | w | q | k | a | t | h | a | k |
| bha | r | a | t | n | a | t | y | a | m |
| o | d | i | s | s | i | v | e | y | t |
| k | a | t | h | a | k | o | r | c | p |

## ACTIVITY 7

***Write the opposites of the words given in the clues. You can find the answers in the text :***

**Clues :**

**Down :** 4) opposite of same

**Across :** 1) opposite of good

2) opposite of ugly

3) opposite of rare

## ACTIVITY 8

***Write five sentences about the Tajmahal using the following hints:***

*situated at Agra–beside river Yamuna–built of marble–tomb of Shah Jahan and Mumtaz Mahal–one of the seven wonders of the world*

## Let's learn...

***Let's read some sentences from the story once again :***

1. Phulmani is a Santhal girl.
2. **She** loves to dance to the rhythm of the drum.

The second sentence does not start with *Phulmani*; it starts with **she**.
Now ask your friend:
Who is **she** here? Does **she** stand for Phulmani? Is **she** a girl?
Yes, **she** stands for Phulmani, a girl. The word **she** is a Pronoun. **She** stands for the noun, **Phulmani**. **She** is a **Personal Pronoun**.
Let's remember :

- ♣ **She** stands for a girl, woman, lady or at times, a female animal. 'She' indicates feminine gender.
- ♣ **He** stands for a boy, man or at times, a male animal. 'He' indicates masculine gender.
- ♣ **It** stands for anything not belonging to masculine or feminine gender, that is, insect, animal, bird or any other object of neuter gender.

Let's look into this table of Personal Pronouns:

| Singular number | Plural number |
|---|---|
| I | We |
| You | You |
| He | They |
| She | They |
| It | They |

## Let's do...

### ACTIVITY 9

***Let's replace the bold words with a Personal pronoum :***

(1) Jairam is a boy. **Jairam** studies in class V.

(2) This is a dog. **The dog** guards our house.

(3) Munmun is a little girl. **Munmun** goes to school everyday.

(4) Ranu, James and Imran are friends. **Ranu, James and Imran** play together.

(5) We go to the city by bus. **The bus** goes fast.

(6) I have a mynah. **The mynah** can talk.

(7) My father has a cycle. **The cycle** is red in colour.

## Let's learn...

***Read the following set of sentences:***

1. **She** lives in a village.
2. The pictures of **hers** are colourful.

In sentence 1, **she** is a personal pronoun. But in sentence 2, the word **hers** —

- is a pronoun.
- shows that the pictures belong to her.

Such pronouns are called **Possessive pronouns**.

***Let's compare Personal Pronouns with Possessive Pronouns through this table:***

| Personal Pronoun | Possessive Pronoun |
|---|---|
| I | mine |
| we | ours |
| you | yours |
| he | his |
| she | hers |
| it | its |
| they | theirs |

## Let's do...

**ACTIVITY 10**

***Let's underline the right answers:***

1. Rabi has a little pet dog. Everyone loves the pet dog of [his/him].
2. I read in class V. My school is close to [your/yours].
3. Rina is my classmate. Her house is near [our/ours].
4. My father is a painter. There are many paintings of [his/him] in our house.
5. My cousin sings well. The school of [her / hers] has a music teacher.

## ACTIVITY 11

***Let's fill in the blanks with Personal pronouns and Possessive Pronouns:***

(1) Uday Shankar was a famous Bengali dancer. ______________ travelled all over the world with his troupe.

(2) Nandalal Bose was a great painter. There are many drawings of ______________ in 'Sahaj Path'. ______________ was very close to Rabindranath Tagore.

(3) Rabindranath Tagore was a great poet. ______________ was also a great painter.

(4) Taj Mahal was built in the memory of Mumtaj Mahal. It is a burial tomb of ______________ .

## Let's talk...

***Discuss about the Annual Cultural programme held in your school with your friend.***

## Let's recite...

There was an old man on the border,

Who lived in the utmost disorder,

He danced with the cat

And made tea in his hat

Which vexed all the folks on the border.

**Edward Lear**

## Let's do...

**ACTIVITY 12**

***Look at this comic picture and write five sentences about it:***

..............................................................................

..............................................................................

..............................................................................

..............................................................................

..............................................................................

..............................................................................

..............................................................................

..............................................................................

..............................................................................

..............................................................................

## Let's recite...

There was an old man with a beard
Who said, "It is just as I feared-
Two owls and a hen
Four larks and a wren
Have all built their nests in my beard."

**—Edward Lear**

***Can you recite these two rhymes to your class? With the use of gestures recite the rhymes out loud.***

## Let's do...

### ACTIVITY 13

***Write five sentences about any dance performance that you have seen. Use capital letters at the beginning of sentences. End every sentence with a full stop. You can begin like this :***

I saw a dance performance at ............

## Let's work together...

### *A. Make your own puppet*

**Things you need :**

A small rubber ball; a 3-inch long needle; some wool; coloured cloth; a small sponge of about 3 to 4-inch length; an old unused sock/coloured cloth; glue

**Method :**

- Make a small hole in the ball. Push the needle into it. The needle should go through the ball and come out at the other end.
- Cover the ball with a piece of coloured cloth/sock.
- Put glue on it.
- Draw the eyes and lips on the ball.
- Take some coloured wool and paste it on the ball. Make plaits.
- Push the sponge into the needle. Cover the sponge with the piece of cloth. Paste the cloth with glue.
- Your puppet is ready.
- Tell the class how you enjoyed making the puppet.

# Lesson - 4

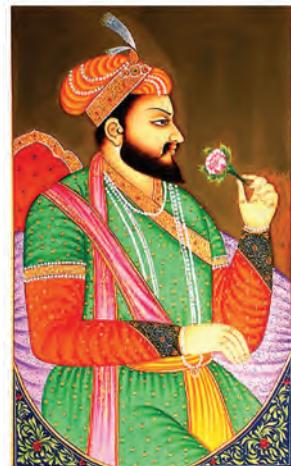
# *Memory in Marble*

## Let's begin...

***Look at the picture*:**

- What do you see in the picture?
- What is the colour of the building?

## Let's read...

Tarun studies in class five. His teacher has given a task to the students of his class. He has told them to write a paragraph on the Taj Mahal. But Tarun does not know much about the Taj Mahal. He only knows that it is a beautiful monument situated in Agra. Worried, he came back home in the evening and asked his grandfather:

"Grandfather, can you tell me something about Taj Mahal?"

Tarun's grandfather was a retired teacher. He knew a lot about this beautiful monument. He smiled and said,

"Ok. If you promise to be a good boy, I will tell you many things about the Taj ."

Tarun promised not to be naughty. So, his grandfather began to tell him the story of Taj Mahal.

"Once upon a time there lived a prince named Khurram. He was the son of Jehangir, and the grandson of Akbar the Great. One day Khurram went to the Meena Bazaar with his friends. There he caught a **glimpse** of an extremely beautiful girl who was selling silk and glass **beads**. The girl was Arjumand Banu Begum. She was born in a family of a Persian nobility. After meeting her, Khurram went back to his father and said that he wanted to marry her. Khurram married Arjumand Banu Begum in 1612, five years after their first meeting."

At this point Tarun stopped his grandfather :

"But, grandfather, I don't want to hear the story of prince Khurram. I want to know about the Taj Mahal."

"Be patient, Tarun. Let me finish the whole story," said his grandfather.

"All right" said Tarun.

His grandfather continued with the story.

"Prince Khurram was later known as Shah Jahan. He became the **emperor** in the year 1628. Arjumand Banu Begum was later renamed as Mumtaz Mahal."

"But what does the name Mumtaz Mahal mean?" asked Tarun.

"It means the brightest crown of the world," answered his grandfather.

Then he continued with his tale, "When Mumtaz was on her deathbed, Shah Jahan promised her that he would not marry again. He also promised her that he would build the most beautiful mausoleum over her grave.

"What is a mausoleum, grandfather?" asked Tarun in surprise.

"Oh! A mausoleum is a building built to house the dead," said grandfather. According to legends, Shah Jahan was so sad after her death that he ordered the **court** to **mourn** for two years. Later, Shah Jahan started to build the world's most beautiful monument beside the river Yamuna in memory of his **beloved** wife. It took 22 years and 22,000 workers to build the monument. The Taj Mahal was built entirely out of white marble. This white marble was brought in from all over Asia. When Shah Jahan died in 1666, his body was placed next to the **grave** of Mumtaz Mahal. This **magnificent** monument came to be known as the Taj Mahal. It is now considered to be one among the seven wonders of the World. Grandfather paused for a moment. 'Well, I have told you quite a lot today. Will this be helpful enough?"

"Oh yes, now I can easily write a paragraph on the Taj Mahal," said Tarun happily.

## Word Trove

**glimpse** – a quick look

**beads** – small pieces of glass or stone that are joined in a string to make a necklace

**emperor** – the ruler of an empire

**court** – the place from where a king governs and passes judgement

**mourn** – show sadness

**beloved** – a person who is dearly loved

**grave** – hole, usually rectangular, dug to bury a dead body.

**magnificent** – wonderful

## Let's do...

### ACTIVITY 1

***Let's complete the sentences with information from the text:***

(a) Tarun's grandfather knew a lot about the Taj Mahal because he was________________________________________.

(b) Akbar the Great was the grandfather of _______________________________________.

(c) Khurram first saw Arjumand Banu Begum at ____________________.

(d) Prince Khurram was later known as ______________________________.

(e) "Mumtaz Mahal" means ______________________________.

(f) Shah Jahan built the Taj Mahal in memory of ____________________.

(g) Taj Mahal is one of the__________________________________________.

## ACTIVITY 2

***Let's arrange the jumbled words with the help of the given hints*:**

(a) seumuamlo ________________ (hint: a building in which there is a grave)

(b) spneria ________________________ (hint: a man from Persia)

(c) lejwe __________________________ (hint: a valuable stone)

(d) sligmpe _________________________ (hint: a look only for a moment)

## Let's learn...

***Let's look at the following sentences from the text*:**

- He only knows that it is a **beautiful** monument situated in Agra.
- Tarun promised not to be **naughty**.

The red-coloured words in the above sentences are **describing words or adjectives**. They tell us something about the subject. In the first sentence the word '**beautiful**' tells us something about the monument and in the second sentence the word '**naughty**' tells us something about Tarun.

## Let's do...

## ACTIVITY 3(a)

***Find out some describing words from the text and put them in the box below*:**
**(One is done for you)**

*beautiful* ......................................................

..................................................................

..................................................................

..................................................................

## ACTIVITY 3(b)

***Let's make sentences with the adjectives given below :***

honest, poor, narrow, true

## ACTIVITY 4

***Let's change forms of the following doing words. One is done for you:***

| Present | Past |
|---|---|
| tell | told |
| smile | |
| | caught |
| go | |
| | wanted |

**Let's learn...**

***Let's look at the following sentences from the text:***

- Tarun studies **in** class five.
- His grandfather began to tell him the story **of** the Taj Mahal.

The words in colour are called **prepositions**.

A **preposition** is a word used before a noun or a pronoun to indicate place, position, time or method. Let's see some examples:

- The book is **in** the bag.
- The book is **on** the table.
- The book is **under** the table.
- This book is **for** you.
- She gave a book **to** her teacher.
- She held the book **over** the table.
- She read the book **during** class.

In each of the above sentences, the **preposition** shows the position (on, under, over), time (during), method (for, to) and place (in).

**Let's do...**

## ACTIVITY 5

***Fill in the blanks with suitable prepositions from the box. One is done for you:***

(a) My uncle visited us __on__ the 5th of April.

(b) Ram went to play football _______ the tiffin-break.

(c) Mr. Brown lives _______ England.

(d) The tail _______ a monkey is long.

(e) The cat is sleeping ______ the table.

(f) Mrs. Das brought sweets ______ the children.

(g) Rahul came ______ my house this morning.

| in, for, of, under, during, on, to |
| --- |

## ACTIVITY 6

***Fill in the blanks with appropriate articles. One is done for you:***

The Taj Mahal is one of _____ greatest wonders of _____ world. It is _____ wonderful specimen of architecture. _____ monument like this is rare to find. I am proud to be _____ Indian.

## ACTIVITY 7

***Suppose you have visited a place of interest. Now write at least five sentences about that place. Begin with the name of the place. Here are some hints.***

**Hints :**

(1) Last summer I visited ..............................................................

(2) I went there with ..............................................................

(3) I saw the ..............................................................

(4) ..............................................................

(5) ..............................................................

## ACTIVITY 8

***Write five sentences about your journey from your home to school. You can use the following hints:***

Distance between home and school—modes of travelling—important landmarks—things you see in the course of your journey—the most exciting part of your journey.

## ACTIVITY 9

***You have seen a route map in lesson 2. Draw a route map of your journey from your home to school.***

## Let's work together...

The Taj Mahal is a famous monument. There are many such beautiful monuments in India, for example, The Red Fort in Delhi, The Victoria Memorial in Kolkata, The Charminar in Hyderabad and many more. Draw as many pictures of such buildings as you can on a chart paper and make a poster. Use colour pencils to colour your poster. Your teacher will help you.

# Lesson - 5

# *My School Days*

## Let's begin...

- Do you love to go to school?
- Which subject do you like the most?
- Can you guess whose school days we are going to read about?

## Let's read...

One morning I went to Ballygunge Government High School with my maternal uncle. The class teacher gave me a few questions to answer and also a few sums to solve. I wrote the answers, solved the sums and showed them to the teacher. He went through the answers and nodded. His gesture indicated that my answers were correct and thus I was admitted to the school.

Ballygunge Government High School was on the eastern side of the Beltala Road Police Station. The southern part of the school was our playground. It was surrounded by a lofty wall. When seen from above, the school looked like the English letter "T". The **vertical** part of the "T" was the hall of the school and the horizontal part of the letter was formed by the row of

classrooms. The annual prize distribution ceremony was held in this hall, which had a **gallery** as well. Feasts, on occasion of Saraswati Puja, were also arranged here. I still remember the experience of watching a Shakespearean play in this hall. The play was The *Merchant of Venice*, a few scenes from which were performed by a couple of **foreign** actors called Greenberg and Salim. A Charlie Chaplin movie was also screened here once.

**Word Trove**

**vertical** - going straight up on a flat base

**gallery** - an upper floor of seats in a theatre

**foreign**- belonging to a country other than one's own

## Let's do...

### ACTIVITY 1

***Let's answer the following questions*:**

(a) To which school was the author admitted?

(b) What was the school hall used for?

(c) What was the name of the Shakespearean play that was performed in the hall?

(d) Name the two foreign actors mentioned by the author.

### ACTIVITY 2

***Write T for true and F for false statements in the given boxes:***

(a) The author went to Ballygunge Government High School with his mother. ☐

(b) The Ballygunge Government High School is on the eastern side of Beltala Police Station. ☐

(c) The southern part of the school was the playground. ☐

(d) When seen from above the author's school looked like the English letter "L". ☐

## ACTIVITY 3

***Let's match the words in column A with their meanings in Column B :***

| A | B |
|---|---|
| (a) sums | someone who belongs to another country |
| (b) nodded | encircled |
| (c) surrounded | movie |
| (d) foreigner | mathematical problems |
| (e) cinema | moving the head up and down to say yes |

## ACTIVITY 4

***Let's fill in the following chart with suitable verb forms :***

| Present | Past | Past Participle |
|---|---|---|
| | went | |
| look | | |
| | gave | |
| | | shown |
| use | | |

## ACTIVITY 5

***Form sentences of your own with the following verbs :***

went, looked, give, show, use

## Let's continue...

There were quite a number of good teachers in our school. B.D Roy taught us English. He was a small man who took great care to ensure that we **pronounced** English correctly. One day he told us the story of *The Ox and The Frog* from Aesop's fables. Before telling us the story, he taught us how the pronunciation of 'the' depends on whether the following word begins with a vowel or a consonant. I fondly remember our head pandit, Bhattacharya Sir, for his **excellent** handwriting. I don't think anybody else could write Bengali more beautifully on the blackboard.

I was not very good at sports. But I could draw very well. As a result, I became the **favourite** of our drawing teacher, Ashubabu. He was given the charge of decorating the hall for the annual prize-distribution ceremony. He also conducted an event called 'Music drawing'. For this event, there would be a blackboard and coloured chalks on a table. A student would sing a song and another would draw a picture on the blackboard, trying to capture in lines and colour the essence of the song. In this way, through many such happy and memorable episodes, I spent six years of my school life.

Ten years after leaving school, I went back there just once, probably to attend a reunion of ex-students. As I entered the hall, I noted with surprise that I could not **recognize** it. The hall which had seemed **enormous** earlier, did not seem to be quite that big then. Not only the hall, but even the doors, the classrooms, the benches and the corridor appeared to be much smaller. This feeling was natural, though. I was five feet three inches tall when I left school and now I have grown to about six and a half feet. I have grown a lot in

all these years, but my school has not. I have never gone back to my school since then.

It is indeed a pleasure to look back and relive the past moments of joy.

—[ Adapted from Satyajit Ray's ***Jokhon chhoto chhilam***]

**Word Trove**

**pronounced** – uttered
**excellent** – extremely good
**favourite** – one who is loved the most
**recognise** – to locate and identify
**enormous** – huge

## Let's do...

### ACTIVITY 6

***Let's complete the following sentences with information from the text:***

(a) The subject that B.D. Roy taught was ______________________________.

(b) The author remembers the head pandit Bhattacharya Sir for his ________________________________________.

(c) Ashubabu conducted an event called ____________________.

(d) The time span of the author's school- life was _____________________.

(e) The author went back to his school one more time to attend ____________________________________________________.

### ACTIVITY 7

***Let's answer the following questions:***

(a) How did B.D. Roy teach the pronunciation of 'the'?

(b) How did the author get to be Ashubabu's favourite?

(c) What was 'Music drawing'?

(d) Why did everything seem much smaller to the author when he went back to school after ten years?

(e) What is 'a pleasure' according to the author?

## ACTIVITY 8

***Let's fill in the blanks with words from the box:***

(1) Sachin Tendulkar is my __________________ cricketer.

(2) When Rip Van Winkle came back to the village the next morning, he could not ____________________ it.

(3) Most people have sweet ____________________ of childhood.

(4) The student could not ____________________ the word correctly.

(5) Mr. Das is an ____________________ teacher.

| pronounce, excellent, favourite, memories, recognize |
|---|

## ACTIVITY 9 (a)

***Let's identify the subject and predicate in the following sentences:***

(1) One day he told us the story 'The Ox and The Frog' from Aesop's fables.

(2) B.D. Roy taught us English.

(3) He was a small man and he took great care to ensure that we pronounced English correctly.

(4) But I could draw very well.

(5) Ashubabu was given the charge of decorating the hall for the annual prize distribution ceremony.

### ACTIVITY 9 (b)

***Let's split the sentences mentioned in Activity 9 (a) into subject and predicate, and fill in the given chart:***

| Subject | Predicate |
| --- | --- |
| | |
| | |
| | |
| | |
| | |

## Let's learn...

***Let's look at the following sentences:***

- Ravi **is playing** football.
- The children **are singing**.
- I **am writing** a letter.

All the coloured words are written in the **present continuous tense**.

## Let's do...

### ACTIVITY 10

***Fill in the blanks with present continuous tense of the given verbs in brackets. One is done for you:***

(1) What are you doing (do) tonight?

(2) John ____________ (read) a book now.

(3) Ali and Sudip ____________ (work) late today.

(4) Mita ___________ (listen) to music.

(5) Raju ____________ (sit) next to Sunil.

(6) How many other students __________ (study) with you?

(7) The phone __________ (ring).

## ACTIVITY 11

***Write five sentences to describe yourself with the following hints :***

- Your name and age :
- The place you live in :
- The name of your school :
- Your hobby, likes and dislikes :
- What you want to be when you grow up :

## Let's work together...

***Draw a picture of your school. Show it to your friends. Tell them why you love your school.***

# Lesson - 6

## *The Clever Monkey*

### Let's begin...

Tell your partner the name of a story in which animals or birds appear as characters.

Look at the picture below. Can you guess what the story is all about ?

### Let's read...

Once upon a time there lived a monkey on the bank of a river. Right in the middle of the river there was a small island with many fruit trees. Sweet and juicy fruits grew on the trees. At a distance from the bank, there was a huge rock in the river. A part of it was above water. One day, attracted by the **delicious** fruits, the monkey jumped to reach the rock and from there leapt onto the island.

“Not so difficult, after all,” he said to himself . Soon he was enjoying the sweet fruits from the trees . There was hardly any other animal there, so he was in no danger. Hence, the monkey decided to visit the island every day.

On the far bank of the river a big crocodile lived with his wife. One day, he noticed the monkey crossing the river in his **unique** way. He told his wife, “Did you see him? Let’s catch him tomorrow. Next morning, however, the crocodile found that catching the monkey was not easy. The monkey landed on the rock and in a **flash** jumped off onto the island. Hiding behind the rock, the crocodile could only watch him. He returned home without his catch.

Days went by. The crocodile thought of many plans to catch the monkey, but nothing worked. The monkey always **escaped** from his **clutches**. One day his wife said, “You’ve failed to catch the monkey, but I really want to taste his sweet flesh. So, this time, you must follow my plan.” The crocodile said, “Right, tell me the plan then.”

“The monkey jumps on that big rock in the river, ”said the wife, “You must lie still on the rock. When he jumps upon you, thinking you to be a rock, you can catch him easily then !”

“What an idea ! I ’ll get him tomorrow for sure. ”said the crocodile with

joy.

**Word Trove**

**delicious** - very tasty

**unique** - one of its kind

**escaped** - got away

**flash** - a split moment

**clutches** - tight grip or hold

## Let's do...

### ACTIVITY 1

***Answer the following questions :***

(a) Where did the monkey live?

(b) Why was there no danger for the monkey on the river island?

(c) What was so attractive to the monkey?

(d) Where did the crocodile live?

(e) Who gave advice to the crocodile about catching the monkey?

## ACTIVITY 2

**Let's take words from the coloured box and fill in the blanks:**

(a) The trees on the island had ___________fruits .
(b) The monkey found that crossing the river was not very ___________ .
(c) The crocodile made many ___________to catch the monkey .
(d) The crocodile would lie _____________ on the rock.
(e) The wife of the crocodile wished to taste the ________of the monkey.

| flesh, plans, tasty, listen, swim, still, difficult, monkey |
|---|

## ACTIVITY 3

***Let's match the words in column A with their meanings in column B*:**

| A | B |
|---|---|
| attractive | mouth - watering |
| unique | not moving at all |
| island | charming |
| delicious | a piece of land with water on all sides |
| still | one of its kind |

**Let's continue...**

Next morning, as usual, the monkey jumped onto the rock and landed on the river island. Seeing this, the crocodile swam to the rock. He lay still on the rock, keeping his head and tail well under water. Only his back was above water and it looked like a part of the rock. After having a good meal, the monkey decided to return. He looked at the rock. " Strange! The rock has

become so large ! ”, he thought, “ It wasn’t so big when I came here. Possibly that crocodile is playing a **trick** again. He’s lying there, pretending to be a rock.”

The monkey made up his mind very quickly. He shouted, “Hello, Rock! My dear friend! You look quite big today. And you didn’t welcome me today as you always do. Are you angry with me ?’’ Hearing him, the crocodile thought: “ Perhaps this rock really talks to the monkey. I should speak to him posing as the rock, otherwise he might suspect something. ” So he said, “ No, no, my friend . You’re always welcome .”

“If you aren’t angry, why are you looking so different?” said the monkey.

At this, the crocodile got **impatient**. He raised his head above water and said, “ I’m not a rock, you stupid! I’m a crocodile. I’m going to eat you up very soon.” The monkey **realized** that he could not return home like all other days. So he made another plan . He said , “My friend, crocodile, I am so sorry. Why did you do all this to catch me? Just open your mouth wide. I’ll jump straight into your mouth.”

The monkey had **observed** earlier that whenever the crocodile opened

his mouth, his eyes would shut completely. But the crocodile did not know this. He was happy at the monkey's **suggestion**. He raised himself on the rock with his mouth wide open, and his eyes closed. The clever monkey leapt on the crocodile's head and then quickly jumped back to the river bank.

From the safety of his home upon a riverside tree, the monkey laughed at the crocodile and said, "You foolish crocodile! You can never catch me. No doubt you're bigger than me , but you're a bigger fool too!"

(adapted from ***Best of Jataka Tales***)

**Word Trove**

**trick** - an act of cunning

**impatient** - restless

**realized** - became aware of a fact

**observed** - noticed

**suggestion** - an idea or a plan

## Let's do...

### ACTIVITY 4

***Write 'T' for True and 'F' for False statments in the given boxes*** **:**

(a) The crocodile found that catching the monkey was a difficult job. ☐

(b) The rock always talked to the monkey. ☐

(c) The monkey jumped straight into the crocodile's open mouth. ☐

(d) The monkey returned to his home safely. ☐

(e) The monkey was more clever than the crocodile. ☐

## ACTIVITY 5

***Complete the following sentences with information from the text*:**

(a) The crocodile kept his head and tail __________________ .

(b) After having a good meal, the monkey _______________ .

(c) The crocodile thought that he should speak to the monkey as the rock because ______________________________ .

(d) The monkey observed that every time the crocodile opened his mouth ______________________________________ .

(e) The monkey had his home __________________________ .

(f) The crocodile was bigger in size and was also ________________ .

## ACTIVITY 6

***Answer the following questions* :**

(a) Who swam to the rock ?

(b) Why did the monkey become suspicious ?

(c) What was the monkey's suggestion to the crocodile ?

(d) What did the monkey tell the crocodile from his safe shelter?

## ACTIVITY 7

***Fill in the blanks with words from the story. The first letters of the words are given*:**

(a) The crocodile n____________ the monkey crossing the river.

(b) The monkey always e_____________ from the crocodile's clutches.

(c) The monkey thought that the crocodile was playing a t__________ once more.

(d) The crocodile could not r__________ the clever monkey's plan.

(e) From his safe home, the monkey called the crocodile a f__________ .

## ACTIVITY 8

***Replace the underlined words with their opposites from the box :***

(a) Can you see the <u>small</u> tree ?

(b) This medicine tastes <u>bitter</u> .

(c) Last year the English question paper was <u>easy</u> .

(d) Sunita <u>never</u> feels nervous before an examination .

(e) I am carrying a <u>light</u> load .

(f) The boy has <u>curly</u> hair .

| heavy, sweet, always, straight, difficult, huge |
|---|

## Let's talk...

***Suppose the following day the monkey met his friend, another monkey, and told him what had happened. Discuss with your partner and tell the class what they said to each other. Some clues are given for you:***

1st Monkey : Hello ! How are you ?

2nd Monkey : Fine . ____________?

1st Monkey : I'm all right . Do you know ________________

______________?

2nd Monkey : No, tell me please !

1st Monkey : A big crocodile ________________________

_________________________________

2nd Monkey : But ______________________return home ?

1st Monkey : I wasn't afraid . I told him _______________

__________________________________?

2nd Monkey : Then ?

1st Monkey : I jumped _________________________and

then____________________________ .

2nd Monkey : Really ? You're _____________________ .

## Let's learn...

***Let's look at these sentences from the text :***

- It wasn't so big when I came here.
- And you didn't welcome me.
- You're always welcome.

wasn't means was not
didn't means did not
you're means you are

wasn't , didn't and you're are contracted forms or short forms . Similarly,

I'm means *I am*

I'll means I shall / *I will*

They're means *They are*

don't means do not

wouldn't means *would not*

he's means *he is / he has*

## Let's do...

### ACTIVITY 9

***Let's match the two sides*:**

| Short form | Full form |
|---|---|
| We'll | Cannot |
| I'm | Did not |
| She's | Will not |
| Didn't | She is |
| Weren't | We will |
| You've | I am |
| Won't | Were not |
| Can't | You have |

### ACTIVITY 10

***Now read in pairs the following passage and underline the prepositions there. One is done for you.***

The farmer took a sharp axe and struck at the trunk of the tree. All the creatures

living in the tree started to request the farmer not to cut down the tree. But the farmer didn't listen to them. He was in a hurry to finish off his work.

### ACTIVITY 11

***Let's fill in the blanks with the prepositions given in the box :***

(a) The boy is looking ________________me.
(b) Give this letter ______________your class teacher.
(c) Put the duster _____________the table.
(d) Fish lives __________ water.
(e) Put __________the light.
(f) I go ______school everyday.

| in, off, on, at, to |
|---|

## Let's learn...

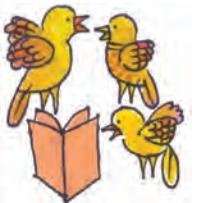
We already know that a sentence has two parts - subject and predicate. Here are two sentences from the text. In these sentences, the Subject appears right at the beginning.

- The monkey landed on the rock.
- The crocodile swam to the rock.

Here the monkey and the crocodile are subject words.

***Now read these sentences:***

- Every morning I brush my teeth.
- In his class Sunil has many friends.
- Here comes our teacher.
- How beautiful is my village!

Here we see that the subject sometimes appears in the middle and even at the end of sentences.

## Let's do...

### ACTIVITY 12

***Read the following sentences. Circle the subject and underline the predicate. One is done for you:***

(a) Days passed.
(b) The rock never talked to the monkey.
(c) Here comes the goalkeeper.
(d) Every evening mother cooks food for us.
(e) Rohan plays cricket for a local club.
(f) How big is the tree!
(g) I don't know his full name.

## Let's recite...

### The Crocodile

How doth the little crocodile
Improve his shining tail,
And pour the water of the Nile
On every golden scale!

How cheerfully he seems to grin!
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

**- Lewis Carroll**

## Let's do...

### ACTIVITY 13

***Let's write a short story in eight sentences with the following hints. Give it a title.***

A fox fell into a well - failed to get out - a goat came - fox asked goat to drink water from the well - goat jumped in - fox climbed on the goat's back - got out - goat remained in the well.

Let's begin like this :

Title :______________________

Once a fox was moving around a village. He wasn't careful. Suddenly, he fell into a well...

## Let's work together...

You have read about the monkey and the crocodile. Now sit in groups. Make three charts. Show the –

- difference in the kind of food the two animals take
- the place they live in
- their special physical features

# Lesson - 7

# The Rebel Poet

## Let's begin...

***Let's sing an inspiring song together...***

We shall overcome,

We shall overcome

We shall overcome someday

O deep in my heart, I do believe

We shall overcome someday.

## Let's read...

**[Pritam is a student of class V. He returns home from school, all excited. He finds his father reading a newspaper.]**

**Pritam** : Father, guess what happened today?

**Father** : What, dear?

**Pritam** : Our teacher has asked us to sing a **patriotic** song on the Republic Day.

**Father** : Which song are you going to sing, son?

**Pritam** : Ma'am suggested that we should sing '*Karar oi louha kopat*'.

**Father** : Do you know who has written the song, Pritam ?

**Pritam** : No, father.

**Father** : He is our great poet, Kazi Nazrul Islam, the author of the famous poem, 'Bidrohi'.

**Pritam** : Will you tell me more about him?

**Father** : He was born at a time when India was under the British rule. Through his writings, he **inspired** the Indian youth to boldly fight for freedom .

**Pritam** : When was he born, father?

**Father** : He was born on $24^{th}$ May,1899 in the village of Churulia. This was near Asansol in the Burdwan district of undivided Bengal. As a child he was attracted to **folk theatre** and later wrote many folk plays like '*Daata Karna*' and '*Kabi Kalidas*'.

**Pritam** : That is interesting!

**Father** : In 1910, Nazrul met the **revolutionary** Nibaran Chandra Ghatak, who was his teacher. The poet Kumud Ranjan Mullick was the Head Master of the school Nazrul joined next.

## Word Trove

| | | |
|---|---|---|
| **patriotic** | – | expressing love for one's country |
| **inspired** | – | motivated |
| **folk theatre** | – | theatre of the common people of a country |
| **revolutionary** | – | a person who revolts |

## Let's do...

### ACTIVITY 1

***Complete the following sentences:***

(a) Pritam was to sing the song ________________ .

(b) Nazrul was born in __________________________ .

(c) Burdwan district is in ______________________ .

### ACTIVITY 2

***Answer the following questions:***

(a) Was India independent when Nazrul was born?

(b) Name some of the folk plays that young Nazrul had written.

(c) Who was Nazrul's teacher?

(d) Who was Kumud Ranjan Mullick?

## Let's continue...

***Uncle Rahim enters the room. He joins in the conversation.***

**Pritam** : Did Kumud Ranjan inspire him to write poems?

**Father** : Yes. But Nazrul was also influenced by Rabindranath and the Persian poets like Hafez and Khaiyyam.

**Uncle Rahim** : Did you know that Nazrul joined the army under the British? He was in the 49th Bengal Regiment. After the first World War, the regiment was **disbanded** in 1920. So he came to Calcutta.

**Father** : At that time Indians had risen against the British rule. Nazrul protested against the cruelty of the British in his own way. In fact, he also started writing poems, essays and songs to voice his protest. He is the **rebel** poet of India.

**Pritam** : I hardly knew as much!

**Father** : You should read his poems like '*Kandari Hunsiar*','*Kheya Parer Tarani*', and also listen to his songs. The British were afraid that Nazrul's writings could **instigate** the Indian freedom fighters.

**Pritam** : What did the British do?

**Uncle Rahim** : The British grew **perturbed**.

**Father** : In 1922, Nazrul started a magazine '*Dhumketu*' where he published '*Anandamoyeer Agamone*', a poem.

**Uncle Rahim** : The British **raided** the office of '*Dhumketu*'. The poet was arrested from Kumilla.

**Pritam** : What happened then?

**Father** : He was transferred to the Hooghly Jail and there he began **fasting**. It was his way of protesting against the torture of the British.

**Pritam** : For how many days did he fast, father?

**Father** : He fasted for more than a month. In December 1923, he was released from jail.

**Pritam** : Thank you so much, father! Now I'll be able to sing '*Karar oi louha kapat*' with **zeal** and **passion**. I'm so proud that the teacher has selected me for singing.

**Uncle Rahim** : Then let's hear you sing. We'll sing along with you as well.

## Word Trove

**disbanded** – broken up
**rebel** – person who fights against authority
**instigate** – urge to act
**perturbed** – worried
**raid** – surprise visit by the police
**fasting** – going without food
**zeal** – great energy
**passion** – deep love

## Let's do...

### ACTIVITY 3

*Tick (✓) the right answer:*

(i) His poems inspired the youth
- (a) to fight the British
- (b) to help the British
- (c) to talk to the British

(ii) A poem that he wrote was
- (a) *Kheya Parer Tarani*
- (b) *Prashna*
- (c) *Bodh*

(iii) Nazrul was called
- (a) the fiery poet
- (b) the rebel poet
- (c) the inspired poet

### ACTIVITY 4

*Write T for true and F for false statements in the given boxes:*

(a) Nazrul was born when India was still under the British rule. ☐
(b) Nazrul was not attracted to folk theatre. ☐
(c) In school , Nazrul met the great poet Kumud Ranjan Mullick. ☐
(d) Nazrul served the Indian army under the British rule. ☐
(e) Nazrul fasted for thirty days. ☐

## ACTIVITY 5

***Fill in the chart with information from the text:***

| Year | Event |
|---|---|
| 1910 | |
| | the regiment was disbanded |
| 1922 | |
| | Nazrul was released from jail |

## ACTIVITY 6

***Answer the following questions:***

(a) Who inspired Nazrul to write poems?

(b) Why did Nazrul have to leave the army?

(c) In which magazine was the poem *Anandamoyeer Agamone* published?

(d) Why did Nazrul start fasting?

## Let's learn...

***Let's look at the sentences:***

(a) **After** the first World War, the regiment was disbanded in 1920.

(b) He inspired the Indian youth to **boldly** fight for freedom.

(c) **There** he began fasting.

In sentence (a) the word '**after**' tells us about the time of action. This is an example of '**adverb of time**'.

In the sentence (b) the word '**boldly**' tells us about the manner of action. This is an example of '**adverb of manner**'.

In the sentence (c) the word '**there**' tells us about the place of action. This is an example of '**adverb of place**'.

## Let's do...

### ACTIVITY 7(a)

***Underline the adverbs in the following sentences.Group them under 'Adverb of manner', 'Adverb of time' and 'Adverb of place' :***

(1) Now I will go to school.
(2) He sat beside me.
(3) He will watch a play tomorrow.
(4) She eagerly waited for the result.
(5) The train moved slowly out of the station.
(6) We won the match yesterday.
(7) Come here.
(8) I shall gladly do it.

### ACTIVITY 7(b)

***Let's classify the adverbs in the following chart:***

| Adverb of Time | Adverb of Manner | Adverb of Place |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## Let's learn...

*Let's learn the use of the coloured words :*

(a) **In fact**, he also started writing poems and songs to voice his protest.
(b) **Then** let's hear you sing.

In these sentences, the coloured words link the sentence to the previous ones in the passage. Such words are '**linkers**'. They link one idea to the other.

## Let's do...

### ACTIVITY 8

*Let's learn how to paint pots.*

(i) A pot is bought.

(ii) It is washed with water.

(iii) It is dried in the sun.

(iv) It is painted.

(v) Polish is applied to make the surface shiny.

Now add linkers to show the process of painting pots. You may use the following linkers:

| at first, then, at last, next, thereafter |
|---|

## Let's talk...

Discuss among yourselves how to prepare tea. Use linkers to suggest the chain of action that goes in preparing tea.

## Let's do...

### ACTIVITY 9

Write eight sentences about the childhood of Rabindranath Tagore. Here are some points:

Born on 8th May 1861 - did not enjoy formal schooling - was taught at home - mathematics teacher was Aghore Babu - used to play in the verandah - role-playing as a teacher - taught the railing bars as if they were students - conclusion.

## Let's work together...

*Let's make a scrap book :*

**Things we need :**

- Chart paper, scissors, glue, pictures of Rabindranath Tagore, Aurobindo Ghosh, Netaji Subhash Chandra Bose and Mahatma Gandhi.

**Method :**

- Fold the sheet of chart paper so that it looks like a book and cut out the sides. Stitch or staple the papers together.
- Paste the pictures of the eminent personalities on the pages of your scrap book. Mention their dates of birth, names of their parents, their schooling and their contribution to our nation.

# Lesson - 8

# *Buildings to Remember*

**Let's begin...**

Here is a chart of important heritage buildings:

| Pictures | Names | Places |
|---|---|---|
| | Qutab Minar | Delhi |
| | Golden Temple | Amritsar, Punjab |
| | Charminar | Hyderabad, Andhra Pradesh |

| Pictures | Names | Places |
|---|---|---|
| | Konark Sun Temple | Konark, Odisha |
| | Hazarduari Palace | Murshidabad, West Bengal |
| | Shahid Minar | Kolkata, West Bengal |
| | Victoria Memorial | Kolkata, West Bengal |

- Where is the Charminar located?
- Which famous palace is located in Murshidabad?
- Where is the Golden Temple located?
- Which famous monument is situated in Delhi?
- Where is the Victoria Memorial situated?
- Where is the Konark Sun Temple situated?
- Do you know the name of any other famous monument?

## Let's read...

Mita and her classmates, a team of twenty five, went to Bandel last Saturday with their history teacher. They visited the Bandel Church. It was their first **outing**. So, everybody was excited.

Their bus started from Chandannagar. On their way, the teacher asked them whether anyone had visited the Bandel Church before. Most of them had not, so they remained silent. Mita was an **exception**, though. She said with enthusiasm, “Yes, Madam. I have visited the place before”.

“Oh, really! That's great! Tell us what this place is like, Mita”, said the teacher. Everybody was looking at Mita with **keen** interest.

Mita began, “My uncle, who lives there, took me to the church.”

“What did you see there?” asked Amina, one of Mita's friends. Mita was about to speak when the teacher stopped her. She said, “If Mita tells us right

The Bandel Church

now about everything she had seen, we will get familiar with all its details. Let the church remain a surprise to us.”

Sunita, one of the students, asked the teacher, “There are so many places we could have visited. Why have we chosen Bandel Church then, Madam?”

The teacher smiled. “A very good question, Sunita,”. She continued, “Sometimes we visit a place for fun and enjoyment. At times, our visit helps us to gather valuable information about the history and culture of a place.”

Sunita was curious, “Is Bandel Church a historical place, Madam?”
“Yes, my child. It is one of the oldest churches in West Bengal,” said the teacher.

Mita said, “Madam, my uncle told me that it can be seen as a **memorial** of the Portuguese **settlement** in Bengal”. Amina looked confused, “I don’t think I quite understand what Mita said.”

The teacher patiently explained to the girls, “Ok, let me make it clear. Around 1571, the Portuguese began to use Bandel as a **port**. The Mughal Emperor Akbar gave them permission to build a town in Hooghly. In 1579, the Portuguese built a port on the banks of the Hooghly. They called over **Augustinian monks** from Goa to build a church at Bandel in 1599.”

### Word Trove

**outing** = a short trip

**exception** = something that falls outside the general rule

**keen** = eager, sharp

**memorial** = something that is erected in memory of a person or an event

**settlement** = people coming down to live at a certain place

**port** = harbour / a town or city where a ship stops on a journey

**Augustinian** = a follower of St. Augustine

**monks** = religious men / hermits

## Let's do...

### ACTIVITY 1

***Complete the table with information from the text. Work with your partners. One is done for you:***

| | |
|---|---|
| name of the monument visited | the Bandel Church. |
| location of the monument | |
| number of team members | |
| means of transport | |
| the Mughal Emperor mentioned here | |
| the year the church was built | |

### ACTIVITY 2

***Find out words with similar meanings from the text.***

(1) answered (2) staring (3) told

(4) started (5) establish (6) carried on

### ACTIVITY 3

***Fill in the blanks with the correct form of the given verbs in the brackets:***

(1) Last Sunday, Reba _________(visit / visited) the zoo.

(2) They ________(drink/drank) coffee everyday.

(3) Farmers _______(grow / grew) crops in the field.

(4) The boys ________(enjoy / enjoyed) the football match yesterday.

(5) Subir ________(sings / sang) a patriotic song yesterday.

(6) We ______(go / went) to school everyday by bus.

## Let's continue...

Eventually they reached their destination. The bus stopped in front of the church. Everybody was **elated** and started talking all at once. Amina asked, "Is this the same building that was built in 1599, Madam?"

"Not at all, Amina.This church was destroyed during the Mughal **siege** of Hooghly,"the teacher said as they walked inside through the gate. "What happened then ?" asked Sunita. The priest, Father Joan da Cruz, along with a few thousand Christians, was taken to Agra fort before the Mughal Emperor Shah Jahan. His order was to punish the prisoners. So they were made to stand before **ferocious** elephants. But, surprisingly, one elephant carried Father Joan da Cruz right up to the emperor and knelt before him, as if asking for mercy. This peculiar incident impressed Shah Jahan. He set the prisoners free and sent them back to Bandel. Shah Jahan granted money to reconstruct the Church, and also donated 777 bighas of land to the church in the year 1633. Since then, it has been **modified** and reconstructed at different times," the teacher explained to the eager students.

At last, all of them entered the church. They saw the Prayer Hall, the **mast**, the **cemetery** and also the statue of Mother Mary. They saw many wall paintings of Christ and the huge clock with four faces. At the end of the day the students felt happy and enriched. This trip had been most rewarding to all of them.

### Word Trove

**elated** – overjoyed
**siege** – a military action to surround a town and cut off its supplies
**ferocious** – fierce
**modified** – changed
**mast** – a tall post of a ship carrying a sail
**cemetery** – a place where dead bodies are buried

**Let's do...**

## ACTIVITY 4

***Answer the following questions*:**

(1) Where did the bus stop?

______________________________

(2) What were the names of the two friends of Mita ?

______________________________

(3) How many Christians were taken to Agra fort?

______________________________

(4) Who were made to stand before the ferocious elephants?

______________________________

(5) What did the elephant do with Father Joan da Cruz?

______________________________

(6) Where was the fort of Shah Jahan located?

______________________________

## ACTIVITY 5

***Make a list of what Mita and her friends saw at the Bandel Church. One is done for you*:**

(1) A huge clock with four faces.

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

(6) ______________________________

## ACTIVITY 6

***Fill in the blanks with proper words from the help box*:**

(1) We have many ___________ places in our country.

(2) Kaberi was very __________when she saw the museum in Kolkata.

(3) There are many __________buildings in our town.

(4) They were _________when they returned to their home town.

(5) Keep away from the _________animals.

(6) There was a ________noise in the classroom just before the teacher entered.

| huge, happy, loud, historical, excited, ferocious |
|---|

## ACTIVITY 7

***Suppose you went to a zoo with your parents and saw many interesting things there. Write five sentences to describe your experience.***

Hints : name of the zoo–time of visit–animals and birds seen–eating habits–your experience

### Let's work together...

Visit your locality in groups. You will find your locality has a few other schools as well. Prepare a chart using the points given below:

- name of the school
- year of establishment
- the size of the school building.

# Lesson - 9

# *The Bird's Eye*

## Let's begin...

***Here are some statements. If you agree tick ( ✓ ) in 'YES'; if you disagree tick ( ✓ ) in 'NO'.***

| Statement | YES | NO |
|---|---|---|
| ♣ I like to read story books. | | |
| ♣ I like to write a story on my own. | | |
| ♣ I don't like to tell a story to others. | | |
| ♣ I don't like to listen to stories. | | |
| ♣ I like *Thakurmar Jhuli*. | | |
| ♣ I like *the comics on Nonte Fonte*. | | |
| ♣ I have heard about *Ramayana*. | | |
| ♣ I have heard about *Mahabharata*. | | |

## Let's read...

It was a bright and sunny morning. A large group of young boys gathered in the **woodland** with their bows and arrows. But they were not just ordinary boys. They were the five Pandavas and the hundred Kauravas! The five Pandava brothers and hundred Kaurava brothers were cousins. But a fierce **rivalry** between them began to grow even when they were only children.

The royal children learnt the skills of using weapons from Dronacharya. He was one of the greatest **warriors** of his time. He had learnt the **secret** of powerful weapons from Parasurama. The Pandavas and the Kauravas were quick to learn. They soon picked up various skills. All the princes learnt the use of all the weapons.

Each of them had their own favourite weapons. Duryodhana and Bhima favoured the **mace**. Yudhisthira's choice of weapon was the spear. Arjuna was **fascinated** by bows and arrows. The **twins** Nakula and Sahadeva were most comfortable with swords.

The Guru treated all his **disciples** equally. But he liked Arjuna the most because Arjuna practised this art with great **concentration**. Soon he became the best **archer** among all. Duryodhana and his brother Dushasana did not like this at all. Silently, a feeling of dislike grew in their hearts towards the Pandavas. One day they openly criticized their Guru for showing favour towards Arjuna. They told him that they were not any less skillful in archery. As a reply to their **criticism**, Dronacharya arranged for a test to pick out the best archer among them.

On that particular day, Guru Dronacharya asked the students to gather by the woodland near his ashram. He had placed a wooden bird with a prominently painted eye on one of the trees.

The teacher called all his disciples and said, “Look my children, a wooden bird is sitting on that far-off tree. You have to hit the arrow exactly in its eye. Are you ready?” Everyone **nodded**. First the eldest Yudhisthira was invited to try his skill. When Yudhisthira was ready, Dronacharya asked, “Yudhisthira, please tell me what you can see.” Yudhisthira replied innocently, “Gurudev, I can see you, the tree, people around me and the bird!” Dronacharya replied, “All right. Leave your bow and arrow and go.” Yudhisthira was surprised, but he **obeyed** his guru. He silently walked back to his brothers without a question.

Next was the turn of Duryodhana. Dronacharya asked, “Oh! The eldest brother of Kaurava, may I know what is visible to you at this movement?” Duryodhana replied, “Gurudev, I can see the bird, the tree, the leaves, the fruits, another bird...” But before he could complete, Dronacharya said, “You can go!” Duryodhana was angry. He threw the bow and arrow to the ground and stood aside.

Similar questions were put to Bhima, Nakul, Sahadeva and others.From them too, Dronacharya got answers similar to those given by Yudhisthira and Duryodhana. Lastly, it was the turn of Arjuna. He was ready with his bow and arrow. The Guru asked him, “O Arjuna, will you tell me what is being **observed** by you?”

“I can see only the eye of the bird,” replied Arjuna without breaking eye contact with his target.

"Can't you see the trees and the sky, or, perhaps the branch, where the bird is sitting?" his teacher asked. "No Gurudev, all I can see is the eye of the bird, and nothing else," said Arjuna, holding his bow steadily. Now Dronacharya was very glad. He praised Arjuna for his **immense** concentration. " With a smile on his face, Dronacharya said, "Shoot!" With a loud **twang**, the arrow sprang from the bow and struck the bird's eye.

Dronacharya turned to the other princes. He said, "Did you all understand the reson of this test? Always remember, when you aim for something, you must look at the target and nothing else. Only with intense concentration can one strike the target. All of you saw other things like the trees, the fruits, the leaves and the people because you were not concentrating on the task given to you. It was only Arjuna who had actually concentrated. So now all of you know why Arjuna is the best student!"

Dronacharya's test silenced the Kauravas, and all understood that Arjuna was, indeed, the best archer.

### Word Trove

**woodland** – forest
**secret** – something that is kept hidden
**rivalry** – opposition
**warriors** – persons who fight in a battle or war
**fascinated** – greatly attracted
**mace** – a heavy weapon with a spiked metal head
**disciples** – students
**concentration** – ability to direct attention on a single thing
**immense** – great
**twang** – sound of a tightly stretched string being plucked

**criticism** – expression of disapproval

**obeyed** – did what was told

**observed** – noticed

**archer** – a person who shoots arrows with a bow

**twins** – two children born at the same time to the same mother

## Let's do...

### ACTIVITY 1

***Let's tick (✓) the correct answer :***

1. Dronacharya arranged a test to
   (a) decide the best archer among all.
   (b) decide who is the most intelligent boy amongst all.
   (c) decide the most disobedient boy amongst all.
2. The Kauravas were
   (a) five brothers.
   (b) fifty one brothers.
   (c) a hundred brothers.
3. Nakul and Sahadeva were most comfortable with
   (a) bows and arrows.
   (b) swords.
   (c) spears.

4. “I can see only the eye of the bird,” said -
   (a) Dronacharya.
   (b) Dushasana.
   (c) Arjuna.
5. All the children gathered in the woodland near
   (a) a small hut where Guru Dronacharya lived.
   (b) a pond where a crane lived.
   (c) a palace where their parents lived.
6. Duryodhana was
   (a) the eldest brother of the Pandavas.
   (b) the eldest brother of the Kauravas.
   (c) the youngest brother of the Kauravas.
7. Ultimately the test revealed that
   (a) Arjuna was the best archer.
   (b) Arjuna was the most clever student.
   (c) Arjuna was not at all a good archer.

## ACTIVITY 2

***Write 'T' for true and 'F' for false statements in the given boxes*:**

(a) Dronacharya was one of the greatest poets of his time. ☐

(b) The bird was made of paper. ☐

(c) Dronacharya was a disciple of Parasurama. ☐

(d) Dronacharya was not pleased with Arjuna's concentration. ☐

(e) Yudhisthira was very obedient to his Guru. ☐

(f) All the children were learning various skills happily. ☐

## ACTIVITY 3

***Fill in the chart with information from the text. One is done for you*:**

| Name of the prince | His favourite weapon |
|---|---|
| Yudhisthira | spear |
| 1.<br>2. | mace |
| 1.<br>2. | sword |
| Arjuna | |

## ACTIVITY 4

***Let's answer the following questions* :**

(1) Who was the Guru of Dronacharya?

______________________________________________.

(2) Where was the bird placed?

______________________________________________.

(3) What did Yudhisthira see?

______________________________________________.

(4) Why did Dronacharya like Arjuna the most?

______________________________________________.

(5) What is most important in hitting a target?

______________________________________________.

## ACTIVITY 5

***Write the opposite of the following words. You will find the words in the above story. The first letter of each word is given in the box :***

| | | | |
|---|---|---|---|
| (1) dark | b | (4) worst | b |
| (2) sad | g | (5) everything | n |
| (3) never | a | (6) invisible | v |

## ACTIVITY 6

***Match the words in Column A with their meanings in Column B :***

| A | B |
|---|---|
| disciples | goal |
| royal | kept quiet |
| immense | noticed |
| silenced | students |
| target | huge |
| prominently | majestic |
| observed | distinctly |

## ACTIVITY 7

***Let's fill in the gaps with words given in the box:***

(1) We were ____________to hear the sad news.

(2) The players are __________for the game.

(3) Always try to keep yourself away from _________animals.

(4) ___________give me a glass of water.

(5) Renuka ___________all her friends on her 10th birthday.

ready, surprised, fierce, invited, please

## ACTIVITY 8

***Let's write 'a' or 'an' or 'the' in the boxes below :***

(1) He always speaks [ ] truth.

(2) Nila has seen [ ] Tajmahal.

(3) Mr. Sen is [ ] honest man.

(4) Amal is drawing [ ] map of India.

(5) [ ] Ganga is a holy river.

(6) Have you seen [ ] owl?

(7) Grandfather gave me [ ] doll.

## ACTIVITY 9

***Let's look at the picture below:***

***Let's fill in the blanks with words from the box and describe the room*:**

(1) There is a table _________the centre of the room.

(2) There is a vase ___________the table.

(3) Some flowers are ________the vase.

(4) A dog is lying ________ the table.

(5) A fan is hanging _________the ceiling.

(6) A book shelf is __________ the door.

(7) A cat is walking _________ the room.

| from, in, under, into, beside, on, at |
|---|

## Let's learn...

Look at the words below. You will find them in the text. '***equally***', '***exactly***', '***steadily***', '***openly***', '***innocently***', '***silently***' Such a word qualifies a **verb**.

***Examples:***

- ***Yudhisthira replied innocently.***

  Here the word ' innocently' qualifies the verb 'replied'

- ***The Guru treated all his disciples equally.***

  Similarly, here the word 'equally' qualifies the verb 'treated'.

  Such words are called ***Adverb***s.

  Let us also remember that an **adverb** also qualifies an ***adjective***.

***Example:***

- ***Dronacharya was very glad***. Here the word 'very' qualifies the adjective 'glad'.

## Let's do...

### ACTIVITY 10

***Some words are given below. Let's put a tick (✓) beside those words which are adverbs*:**

| | | | | | |
|---|---|---|---|---|---|
| (1) | silently | ☐ | (6) | only | ☐ |
| (2) | now | ☐ | (7) | loud | ☐ |
| (3) | remember | ☐ | (8) | near | ☐ |
| (4) | soon | ☐ | (9) | try | ☐ |
| (5) | aim | ☐ | (10) | exactly | ☐ |

### ACTIVITY 11

***Let's fill in the blanks with the adverbs given below*:**

(1) We opened the lid of the box _______________.

(2) The man was __________poor. But he lived ______________.

(3) We should ___________try to help others.

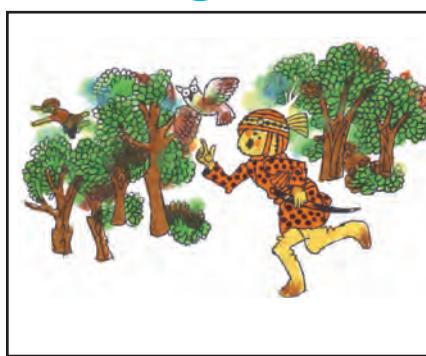
(4) Yesterday there was an accident _____________Renu's house.

(5) Soldiers fight __________for their country.

(6) I __________went to a zoo.

very, never, always, carefully, bravely, honestly, near

## Let's work together...

***Let's look at the set of pictures below. The pictures are telling us a story. It is a story from 'Betal Panchabingshati'.***

1
2
3
4
5
6
JINGANIA & SON
7
JINGAN & CO.
8
9
10
11
12

***Look at the sentences below. They are not in order. Arrange them serially according to the order of the pictures in page 103. One is done for you:***

- A woman called Leelavati married a thief and the thief decided to give up stealing. [ ]
- Betal put forward a puzzle to Vikram. [1]
- The businessman loved his family and reared the child well. The child grew up and took charge of the business. [ ]
- The thief died. [ ]
- Leelavati married a businessman. [ ]
- After a son is born the thief found that he had no money to support his family. [ ]
- He went back to stealing. [ ]
- Leelavati and the businessman died. [ ]
- The young boy came to a river-side to perform the last rites. Three pair of hands came out claiming the offering. The boy recognised his mother's hands. [ ]
- But the young boy could not make out which pair of hand was his father's. He recalled his mother once mentioning his real father. [ ]
- Bikram replied, " The businessman, as he loved and brought up the child."Betal flew away. [ ]
- Betal stopped the story and asked Bikram, " Now tell me which father was finally given the offering?" [ ]

# Lesson - 10

# *A Great Social Reformer*

**Let's begin...**

***Look at these pictures and answer the question below:***

- Who are these people?
- Why are they famous?

***Let's match Column A with Column B :***

| A | B |
|---|---|
| Vidyasagar | started Young Bengal Movement |
| Vivekananda | stopped the evil custom of 'Sati' |
| Raja Rammohan Roy | spread the message of brotherhood |
| Derozio | started widow remarriage |

The persons in column A were all great social reformers.

Now let us read about a great woman, a noted social reformer from Bengal.

## Let's read...

She is Begum Rokeya, a remarkable woman whose efforts considerably changed the state of female education in Bengal. Her full name was Begum Rokeya Sakhawat Hossain. She was kind and **generous** to the **disadvantaged** women of Bengal, and extended her helping hand to the poor and the helpless. She was the **pioneer** in setting up a school for the poor Muslim girls of Bengal. She strongly believed in the need of modern education for woman.

Begum Rokeya was born in an **affluent** Muslim family. Though she never went to school, Rokeya educated herself through her own interest and efforts. She learnt Arabic and Persian at home and also received lessons in Bengali and English.Some great books written by her, both in Bengali and English, will be remembered forever.

## Word Trove

**generous** - giving freely

**disadvantaged**- in an unfavourable position

**pioneer** - path-breaker

**affluent** - having money

## Let's do...

### ACTIVITY 1

***Complete the following sentences with information from the text :***

1. Begum Rokeya was born ..............................................
2. At home she learnt ....................................................
3. She never went.........................................................
4. She wrote ................................................................

### ACTIVITY 2

***Table A and Table B have words with opposite meanings.***

***Let's match Table A with Table B :***

| A | B |
|---|---|
| (a) kind | rich |
| (b) poor | forget |
| (c) advantaged | cruel |
| (d) remember | disadvantaged |

## Let's continue...

Begum Rokeya wrote **extensively** on the need for social **reforms**. Some of her famous books include *Sultana's Dream, Motichur and Padmarag*. She wrote against social **injustice** and the **restrictions** suffered by women. Rokeya had immense faith in women's power and **proclaimed** that without the help of women a family can never stand. She questioned the gendered division of labour and felt that there should be no gender inequality.

Begum Rokeya was a strong **humanist**. She gave lessons to women on various subjects. She was the founder of *Anjuman-e-Khawateen-e-Islam* (a Muslim Women's Association). Rokeya had a deep belief in the **inherent** unity of our nation.

### Word Trove

**extensively** - widely
**reforms** - positive changes
**injustice** - unfairness
**restrictions** - bindings
**proclaimed** - announced
**humanist** - a person who believes in mankind
**inherent** - underlying

## Let's do...

### ACTIVITY 3

***Let's write T for true and F for false statements in the given boxes :***

(1) Begum Rokeya never thought about others. ☐

(2) Begum Rokeya demanded education for women. ☐

(3) She wrote against social injustice. ☐

(4) She never felt the importance of women in a family. ☐

## ACTIVITY 4

***Find out the word-clusters (describing word + naming word) from the above text:***

**Example:**

(i) Social reforms

(ii) healthy __________

(iii) __________ women

(iv) first __________

(v) __________ humanist

(vi) famous __________

(vii) ideal __________

(viii) __________ books

## Let's learn...

***Let's find out the meaning of the following signs :***

(i) **?** tells us that it is a question. It is a **question mark**.

(ii) **.** tells us that we stop here. It is a **full stop**.

(iii) **,** tells us that we stop here for a short while. It is a **comma**.

(iv) **:** tells us that a list or a topic follows from here. It is a **colon**.

(v) **;** indicates the break of a sentence. It is a **semicolon**.

(vi) **'** indicates possessiveness. It is an **apostrophe**.

(vii) **!** indicates surprise,joy or anger. It is an **exclamation mark**.

(viii) **-** indicates a compound word. It is a **hyphen**.

(ix) **‘ `** indicates direct speech. It is a **quotation mark**.

**All these signs are called Punctuation marks.**

## Let’s do...

### ACTIVITY 5

***Put the punctuation marks in the following sentences. The first one is done for you :***

(i) Vivekananda said, ‘All Indians are my brothers.’

(ii) i am rokeyas friend said the lady

(iii) who are you oh you are wounded

(iv) i know there are many birds like crow parrot mynah

(v) netaji founded ajad hind fauj

(vi) vidyasagar was a social reformer

### ACTIVITY 6

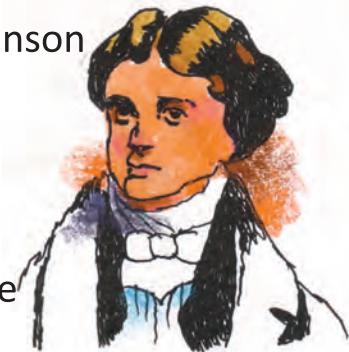
***Let’s fill in the blanks with appropriate prepositions:***

Swami Vivekananda was born _____ 1863. He was born _____ Calcutta. He belonged _____ a rich family. _____ those days our country was _____ the British rule. Vivekananda felt for the misery _____ the Indians.

### ACTIVITY 7 (a)

***Let’s classify the personal pronouns and possessive pronouns from the passage:***

Raja Ram Mohan Roy was a great social reformer. He lived in the 19th century Bengal. He worked hard for the betterment of our country. His fight was for abolishing the evil system of sati, and his contribution to the improvement of Indian education will be remembered forever. We are all proud of him.

## ACTIVITY 7 (b)

***Change the personal pronouns used in Activity 8(a) into possessive pronouns. One is done for you:***

| Personal Pronouns | Possessive Pronouns |
|---|---|
| he | his |
| | |
| | |
| | |
| | |

## ACTIVITY 8

Use the following hints and write ten sentences about Henry Louis Vivian Derozio :

| | |
|---|---|
| Name | Henry Louis Vivian Derozio. |
| Date of Birth | 18.04.1809 |
| Parents' names | Francis Derozio; Sophie Johnson |
| Place of Birth | Entally, Kolkata. |
| School | David Drummond's ' 'Dhurramtallah Academy. |
| Service | Teacher of English Literature and History, Hindu College. |
| Achievements | Assistant editor of 'The India Gazette', editor of 'The Calcutta Gazette', 'The East Indian' and 'The Bengal Annual' etc. |
| Notable works | 'To India, My Native Land', 'The Harp of India', 'The Fakir of Jungheera' etc. |
| Death | 26th December,1831 |

## Let's talk...

Tell your friend about the person you love the most.

Tell her/him— i) the name of the person

ii) your relationship with the person

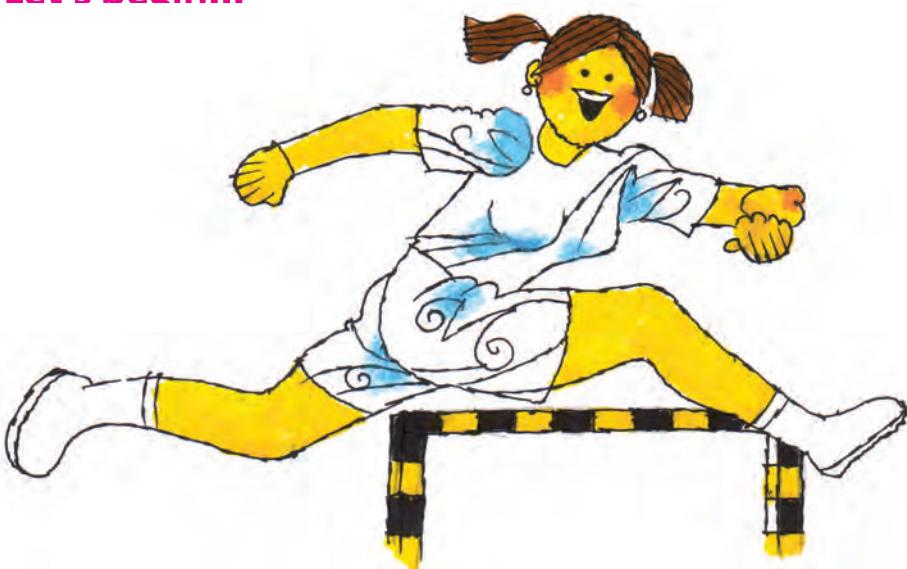
iii) why you like him/her so much

## Let's work together...

### Be a Stamp collector

We use postage stamps to send letters. Stamp collection is a very popular hobby.

Let's start collecting stamps.

- Take an old unused copy
- Collect used postage stamps
- Collect stamps of as many countries as you can
- Read what is written on the stamps
- Use glue and paper hinges to paste stamps in your copy
- Your stamp album is ready

# Lesson - 11

# *The Finishing Point*

## Let's begin...

- What is the girl doing in the picure?
- Which is your favourite sport?

## Let's read...

Razia has been awarded a prize in the Annual sports of her school. The prize is a book on Indian athletes. This book contains a chapter on the life of P. T. Usha, the Sprint Queen of India. As Razia is very eager to know about P. T. Usha, she started reading the book right away, after dinner.

Pilavullakandi Thekkeparambil Usha, generally known as P.T. Usha is indeed the most famous and successful female athlete from India. Her extraordinary performance at the track earned Usha titles like the 'Queen of Indian Running

Track' and 'Payyoli Express'.

P.T. Usha was born on 27th June 1964 at Payyoli, a village in the Payyoli district of Kerala. Though Usha was **affected** by ill health in her early childhood, her promise in sports could be clearly noticed. Against all odds, she succeeded in becoming one of the greatest atheletes India has ever produced. She made her first national record (in the 100 metres **sprint**) in 1977, when she was just 13 years old.

### Word Trove

**affected** - to become ill

**sprint** - a short, fast race

## Let's do...

### ACTIVITY 1

***Let's fill in the chart with information about P.T. Usha*:**

| Full name | |
|---|---|
| Date of birth | |
| Place of birth | |
| First national record | |

### ACTIVITY 2

***Let's answer the following questions:***

(1) Who was the 'Queen of Indian track'?

(2) How was Usha's health in her early childhood?

## ACTIVITY 3

***Let's match the following words with their meanings:***

| A | B |
|---|---|
| lived | sickness |
| displayed | indications |
| ill-health | honours |
| signs | existed |
| titles | showed |

## Let's continue...

P.T. Usha could not perform to her ability in the 1980 Moscow Olympics. Even in the 1982 New Delhi **Asiad**, she could only win silver medals in the 100 metres and the 200 metres sprint. However, at the Asian Track and Field (ATF) Championship in Kuwait a year later, Usha won the gold medal in the 400 metres race with a new Asian record. Thereafter, Usha picked up 13 gold medals at the ATF meets that were held between 1983 to 1989. She finished first in the semi-finals in the 1984 Los Angeles Olympics, but **faltered** in the finals. History repeated itself when in a nail-biting **photo-finish**, by 1/100th of a second, Usha lost the bronze medal. The same incident had happened to another great Indian athlete Milkha Singh in the 1960 Olympic Games. On both these occasions the Indian athletes could win no medals.

### Word Trove

**Asiad** - Asian games

**faltered** - failed

**photo-finish** - close finish

## Let's do...

### ACTIVITY 4

***Let's put a tick (✓) for the right answer and a cross ( X ) for the wrong answer:***

(1) Usha had a memorable entry in the 1980 Moscow Olympics. (   )

(2) 1982 New Delhi Asiad was a good experience for Usha. (   )

(3) She made a new Asian record in Kuwait. (   )

(4) Between 1983-89, Usha won more than ten golds at ATF meets (   )

(5) Usha finished first in the finals in the 1984 Los Angeles Olympics. (   )

### ACTIVITY 5

***Let's answer the following questions :***

(1) How was Usha's performance in New Delhi Asian Games?

(2) Two Olympic Games are mentioned in the text. When did these take place? Where were these held?

## Let's continue...

In the 1986 Seoul Asiad, when Usha was just 22 years old, she became Asia's sprint queen by winning the 200 metres, the 400 metres, the 400 metres hurdles and the 4x400 metres relay race. The next five years saw her grow from strength to strength in the Asian tracks. Usha had become an **icon** for Indian women athletes and a living **legend** in Kerala, where newborn babies were regularly named after her.

**Word Trove**

**icon** - symbol

**legend** - famous person or story

## Let's do...

### ACTIVITY 6

***Let's answer the following questions***:

(1) How old was Usha when she participated in the Seoul Asiad ?

(2) Name the four events Usha won in the 1986 Seoul Asiad.

(3) How popular is Usha in her state ?

## Let's continue...

Usha retired from athletics and married V.Srinivasan in the year 1991. But she made a sudden **comeback** in the year 1998, at the age of 34 years. To everyone's surprise and delight, she won Bronze Medals in 200 metres and 400 metres races at the Asian Track Federation Meet held at Fukkowakka in Japan.

To mark her excellent services to the nation , P.T. Usha was honoured with the **Arjuna Award** in the year 1983 and the Padma Shri award in the year 1985. Apart from that, Indian Olympic Association (IOA) honoured her with the title the 'Sportsperson of the Century' and the 'Sportswoman of the **Millennium**'.

### Word Trove

**comeback** - return

**Arjuna Award** - award given for excellence in sports

**millennium** - a thousand years

## Let's do...

### ACTIVITY 7

***Write down why the following years were memorable in Usha's life*:**

1983 ..........................................................................................

1985 ..........................................................................................

1991 ..........................................................................................

1998 ..........................................................................................

### ACTIVITY 8

***Let's use the following words from the box to fill in the blanks :***

(1) 1980 Olympics was .................... for Usha .

(2) Mr. Roy has an .................. voice.

(3) The enemies made a ...................... attack.

(4) Sourav was chosen for his .................... performance.

(5) Determined effort made Reshma a ................ lady.

sudden, excellent, consistent, colourless, successful

### ACTIVITY 9

***Let's rearrange the following sentences to put them in order:***

(1) Usha was called Payyoli Express.

(2) Usha took part in Los Angeles Olympics games.

(3) Usha won two silver medals in the New Delhi Asiad.

(4) Usha had ill health during childhood.

(5) Usha received the Padma Shri Award.

## ACTIVITY 10

***Write complete sentences using information given in the chart below. The first one has been done for you :***

### Usha's Medal record in Asian Games

| | | |
|---|---|---|
| Silver | 1982 New Delhi | 100 metres |
| Silver | 1982 New Delhi | 200 metres |
| Gold | 1986 Seoul | 200 metres |
| Gold | 1986 Seoul | 400 metres |
| Gold | 1986 Seoul | 400 metres hurdles |
| Gold | 1986 Seoul | 4x400 metres relay |
| Silver | 1986 Seoul | 100 metres |
| Silver | 1990 Beijing | 400 metres |
| Silver | 1990 Beijing | 4x100 metres relay |

(1) Usha won her first medal in Asian Games in 1982, in New Delhi Asiad.
(2) ..........................................................................................................
(3) ..........................................................................................................
(4) ..........................................................................................................
(5) ..........................................................................................................
(6) ..........................................................................................................
(7) ..........................................................................................................
(8) ..........................................................................................................

## ACTIVITY 11

***Write five connected sentences about another famous sportsperson who has brought glory to our country. Use the following hints:***

name of the sportsperson–place from where she/he comes–childhood days–events in which she/he took part – her/his achievement.

## Let’s recite...

You don’t always have to be in the lead
If you have the heart to come from behind.
Don’t give up hope, don’t doubt yourself,
And a new strength is what you’ll find.
The spirit of competition, the desire to succeed
Will always be important for life.
So give your all, everything you’ve got,
No matter the occasion, through pain and strife.
So step up to the plate, enter the race,
Never be afraid to take your turn.
Winners are people who just never quit,
And this is a life lesson we all will learn.

**—Melissa Underwood**

## Let’s work together...

Make a scrap book. Collect pictures of your school sports day.

# Lesson - 12

# *Beyond Barriers*

## Let's begin...

- What do you see in the picture?
- Which colours do you see in the picture?
- What does the blue colour signify?

## Let's read...

It was Sunday. Barun lay sick on his bed. He was very sad as he could not join his friends Ravi, Pinky and Osman for a picnic. Barun's mother came into the room and asked him,"How are you feeling, son?"

"They must be having such a lot of fun at the picnic, mother", he said, sounding **miserable**.

"Don't be sad, Barun. Here is something for you that will lift your spirits. " She gave him a book on India's space travels.

On the cover of the book was a picture of Rakesh Sharma, the first Indian in Space. As soon as Barun started reading the book, he forgot all about his sadness. Barun came to know that Rakesh Sharma was born in 1949 in Patiala, in the state of Punjab. He was educated at St. George's Grammar School, Hyderabad and Kendriya Vidyalaya Tirumalagiri, Hyderabad. He joined the National Defence Academy as an Air Force **cadet** in July 1966.

On 3rd April, 1984, Rakesh Sharma went on a journey to space on Soyuz T-11, a **space shuttle**. He spent seven days, twenty-one hours and forty minutes in space.

He was asked by the then Prime Minister of India, Mrs. Indira Gandhi, what India looked like from space. He replied, "Sare Jahan Se Achcha" [the best in the world.]

**Word Trove**

**miserable**- very sad

**cadet**- trainee

**space shuttle**- a vehicle sent to space.

## Let's do...

**ACTIVITY 1**

***Let's find out and write down facts about Rakesh Sharma*:**

(a) Place of birth:

(b) Year of birth:

(c) Name of schools attended:

(d) Year of joining the National Defence Academy:

(e) Total time he spent in space:

## ACTIVITY 2

***Write T for true and F for false statements in the given boxes :***

(a) The space shuttle was named Soyuz T-11. ☐

(b) Rakesh Sharma went into space in 1985. ☐

(c) Mrs. Indira Gandhi spoke to Rakesh Sharma. ☐

(d) Barun got the book on India's space travels from his mother. ☐

(e) Osman and Barun were friends. ☐

## ACTIVITY 3

***What do you want to be? Give reasons for your choice . Write five sentences. Begin like this*:**

- I want to be a ......................................................
- .........................................................................
- ........................................................................
- ........................................................................
- ........................................................................

## Let's continue...

Barun's mother came back into the room. She asked her son, "So? Did you like the book?"

"It is a wonderful book, Mother", Barun replied happily. " I am reading about Rakesh Sharma right now."

"So you're reading about the first Indian to go to space", said his mother. She sat on the bed beside her son and asked him, "Have you heard about Kalpana Chawla?"

Barun closed the book and put his head on his mother's lap. His mother **ruffled** his hair lovingly and said, "You will read all about her, but later . Now have your lunch, and take rest for a while."

Rakesh Sharma

Barun started reading about Kalpana Chawla in the evening . Kalpana Chawla was born in 1962 in Karnal, in the state of Haryana. Nicknamed "Montu" by her family, she went to school at the age of three. Later, she studied Aeronautical Engineering from Punjab Engineering College, India.

In 1982, Kalpana went to the USA to study at the University of Texas at Arlington. In 1988, she took up the job of a research scientist at NASA Ames Research Center in Sunnyvale, California. In November 1996, Kalpana joined the STS-87 mission aboard space shuttle *Columbia*. The **mission** flew in November – December 1997 during which Kalpana spoke with the then Prime Minister of India, Mr. Inderjit K. Gujral, from the orbit.

On 16th January, 2003, Kalpana again went into space. She was on board the space shuttle *Columbia.* After a successful flight, *Columbia* was lost with its **crew** during re-entry into earth's atmosphere, on 1st February, 2003.

A hill on Mars and a star in deep space have been named after Kalpana. Her story shows the value of hard work and sincerity that is remembered even when one is no more.

### Word Trove

**ruffled** : made the hair uneven

**mission**: task

**crew**: team

## Let's do...

### ACTIVITY 4

***Find answers from the text. Work in pairs*:**

(a) Where was Kalpana Chawla born?

(b) Where did Kalpana go in 1982?

(c) What was Kalpana called by her family?

(d) What was the name of the space shuttle that was lost?

(e) When did Kalpana die?

(f) What has been named after Kalpana?

### ACTIVITY 5

***Let's read the words*:**

Pinky, Ravi, Soyuz T-11, Rakesh, Kalpana, Columbia, India, USA, Haryana, California, Barun, Osman.

***All these words are names. Now, fill in the table. One is done for you.***

| Name of Person | Name of Place | Name of Things |
| --- | --- | --- |
| Pinky | India | Soyuz T-11 |
| | | |
| | | |
| | | |
| | | |
| | | |

## ACTIVITY 6

***Complete the following sentenes with information from the text :***

1. The first Indian in space was...........................................................................
2. Kalpana took up the position...........................................................................
3. Kalpana's story shows........................................................................................
4. The Indian Prime Minister Kalpana talked to was ..........................................

## ACTIVITY 7

***Look at the table given below:***

| | |
|---|---|
| First Man in Space | Yuri Gagarin. |
| First Woman in Space. | Valentina Tereshkova |
| First Man to Walk in Space | Alexei Leonov |
| First Woman to Walk in Space | Svetlana Savitskaya |
| First Animal in Space | Laika, the dog |

***Write five sentences using the information. One is done for you:***

The first man in space was Yuri Gagarin.

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

## Let's learn...

*Let's read the following sentence:*

" I **am reading** about Rakesh Sharma right now."

The words **am reading** show a continuous, ongoing action that takes place in the present, but has not finished yet. Such verb forms are called **Present Continuous Tense**.

- We use the Present Continuous Tense to talk about activities that are ongoing.

**Example**:

The boys **are playing** on the field.

- We can also use the Present Continuous Tense to talk about activities happening around in the present, and not necessarily this very moment.

**Example**: I **am reading** a really interesting book now.

- The Present Continuous Tense is also used to talk about activities about to happen in the near future, especially for future events that are already planned.

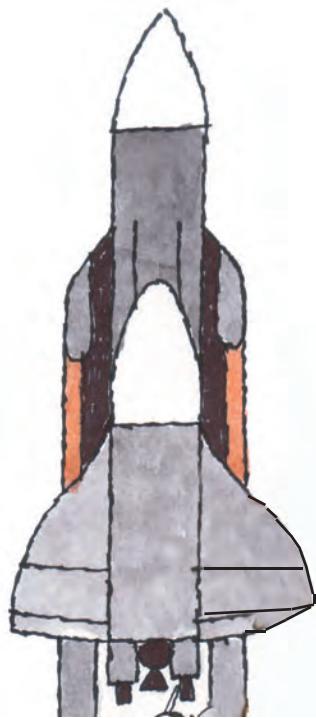
**Example**: Polly **is coming** for dinner tomorrow.

## Let's do...

### ACTIVITY 8

***Fill in the blanks with the Present Continuous forms of the given Verbs in brackets:***

1. Rina ______ (study) for her exams at the moment.
2. Where ______ (you meet) Ravi next week?

3. Pinky _____ (come) to my place tomorrow.
4. They _____ (play) football now.
5. The company _________ ( finish) their project this week.
6. She _____ (eat) oysters for lunch .
7. Rubina _____ (not go) to Kolkata next week.
8. I _____ (work) on a special report today.
9. We _____ (not cook) dinner this evening because we're eating out.
10. Barun ________ (walk) to school right now.

## Let's recite...

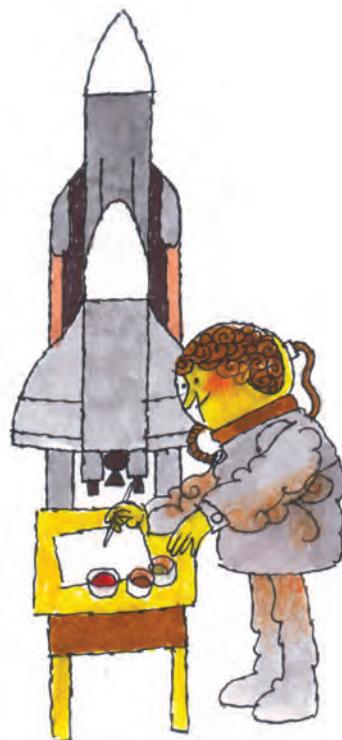
Zoom, zoom, zoom,
I'm going to the moon.
Zoom, zoom, zoom,
I'll get there very soon.
If you want to take a trip,
Climb aboard my rocket ship.
Zoom, zoom, zoom,
I'm going to the moon!

## Let's talk...

Rakesh Sharma and Kalpana Chawla wanted to become astronauts from their childhood. Tell your friend what you want to be when you grow up.

## Let's do...

### ACTIVITY 9

***Write six connected sentences about your experience of seeing the night sky. You may use the following points***:

time of seeing—place from where you looked – how the sky looked — other things that you saw—sounds of the night – your feelings

## Let's work together...

### Make a Poster

- Take a sheet of chart paper
- Make a sketch of the space shuttle.
- Colour it.
- Display it to your class.

# MY PAGE - 1

What do you feel about the book?
Please write and draw.

What do you feel about the book?
Please write and draw.

# Teachers' Guidelines

The present textbook has been designed according to the guidelines of NCF 2005 and RTE Act, 2009. The textbook presents an integrated approach to learning. The various areas of learning are used in a combined way as resources for the holistic development of the child. Life-centric experiences are given optimum emphasis so that the child is able to co-relate, synthesize, analyze and differentiate his/her experiential learning by co-ordinating these with the lessons in the textbook. It is expected that the teacher will live "a part of his dream" (Paulo Friere, 1970) in the classroom.

The teacher's role in a modern classroom is that of a facilitator and not a knowledge-resource.The syllabus and the textbook is designed to develop knowledge among the students through constructivism. The main thrust should not be on accumulation of information alone, but on developing the skills so that the child himself /herself becomes capable of constructing knowledge. The textbook emphasizes on activity- based learning so that through actual application in practical situations the knowledge content of the students is enriched.

The students are to be initiated into the teaching- learning process following the principle of joyful learning. The joy that underlies the students' learning process is related to two things: the joy of knowing the unknown, and the joy in constructing new knowledge. The activities that the teachers will guide the students through, following the textbook, may be fashioned in an open- ended manner, thus inviting multiple responses. The responses should not be categorized as correct or incorrect, but identified as markers of learning acumen. In line with the RTE Act, 2009, "learning through activities, discovery and exploration in a child-friendly and child-centered manner" should be the goal of the teachers. The affective perceptions of the students will find fruition in the section 'Let's work together'. Such an effort will enhance the joyful spirit of learning.

Emphasis is given on developing oral- aural skills as well as on the skills of reading and writing. Language competence is developed through inductive process of learning where exposure to language items is initially provided and is followed by a variety of activities.

# Specific guidelines for classroom transaction

## Revision lesson

The main objectives of the Revision lesson are -

- To assess the four major skills of the learners acquired in class IV;
- To facilitate them to have easy access to the textbook of class V [of the new syllabus].

Reading of the comic strip: The teacher should form groups and distribute among them some picture-cards [photo-copies of the comic-strip given in the textbook and cut into individual pictures-cards]. The learners should discuss among themselves and arrange the picture-cards in sequence. The discussion can be initiated by asking questions like-

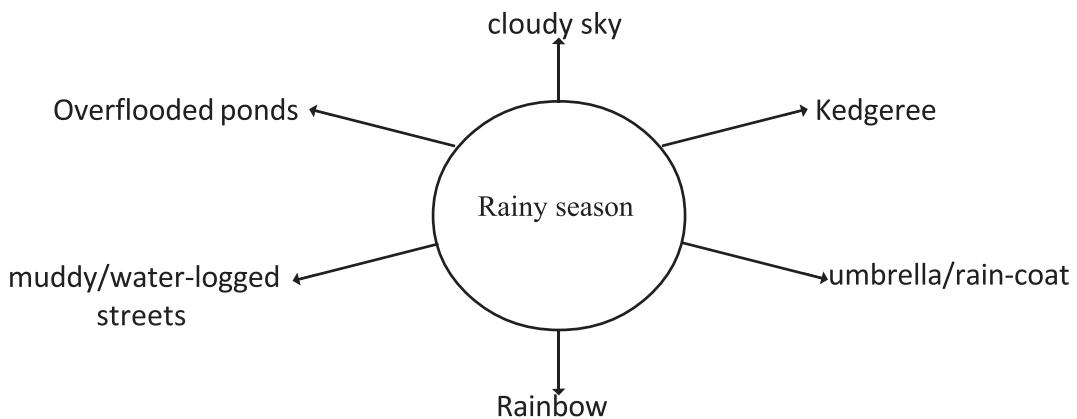
- What do you find in the pictures?
- Who do you think is the old woman?
- What is she trying to do? etc.

Silent reading of the comic strip follows which is to be done individually. The assessment of their reading skill [i.e. C.C.E.] can then be done through the 'While-Reading' task, Activity 1.

Activity 2, 3: The teacher should involve the learners (in pairs) to discuss the activity before actually engaging in it.

Let's talk is a group-activity eliciting response through listening to questions in English. The listening skill of the learners can be assessed through this activity and individual response (in English) can be observed.

Activity 4 and 5 are pair-activities which are to be preceded by discussion in groups.

Activity 6 is a group-activity engaging learners in a language-game for developing oral-aural skills. The weak/slow learners (who are unable to describe the objects in and around the classroom in English properly) will be helped by peers. Peer learning will become an effective tool for developing listening skill as the slow learners will follow peer-directions like-

'stand up', 'go to the blackboard', 'take a chalk', 'write your name on the blackboard', etc. The teacher's role is that of a supervisor.

Activities 7, 8, 9 and 10 are pair-activities. The teacher should engage learners in discussion using English language by supplementing useful words (if necessary). Activity 11 highlights on joyful learning and integrating visual art with the use of language. Activity 11 is an individual task which is to be followed by a group activity. The teacher's role is that of a facilitator supplying suitable words and inviting the learners to speak in English.

Activity 12 is a group activity where a group challenges the other group to identify a season. The teacher will elicit information from the learners to create similar mind-maps (as given in the textbook) about other seasons. He/she will ask questions like-

- What happens to ponds and rivers when it rains?
- What happens to roads when it rains heavily?
- How do you come to school when it rains?
- How does the sky look like during the monsoons?
- What colour do you see in the sky after a heavy shower?
- What do you like to eat on a rainy day?
- In which season do we have the most rain ? etc.

The possible responses are to be demonstrated on the blackboard in a mind-map like this:

Let's recite is meant for joyful reading. A model recitation with correct pronunciation, tone and intonation should be given by the teacher. The poem is to be recited by the whole class. The main objective of this activity is to develop the learners' skill in performing art.

Let's work together is a group-activity. The main objective is to go beyond the textbook [as recommended by NCF 2005] and to involve the learners in creativity. The learners might draw various activities of a rainy day. Their drawings can be used for class exhibition.

## Lesson 1:- India: Superpower in Cricket

Let's begin is pre-reading task. The teacher will motivate the learners by asking them sports-related questions, encouraging them to speak in English. The teacher will give them a model reading with

correct pronunciation, stress, tone and intonation and show them how to read a sentence in word clusters. Loud reading of the learners will be followed by silent reading for testing the reading comprehension skill of the learners. The teacher should ask oral questions to elicit oral responses before engaging them to work out Activity 1 and 2. He/she may ask them questions like-

- ♣ Why was Rahul so excited?
- ♣ What happened in 1983?
- ♣ How many people came to watch the final match? etc.

Let's learn is a group activity for developing the grammatical skill of the learners. The teacher may tell each group to identify one punctuation mark used in the reading input. Activities 6-13 are pair activities. Activity 14 is a group activity. The teacher should elicit responses by asking oral questions on the reading input. Such interactive sessions help them in developing their oral-aural skills. Some instances of such questions are given below:

- ♣ Who was Mohinder Amarnath?
- ♣ How many runs did he score in the match?
- ♣ How was his performance as a bowler? etc.

In Let's recite the teacher should, at first, motivate the learners showing the the pictures and asking them a few questions like-

- ♣ Who is this batsman in white dress?
- ♣ Can you guess who the batsman is in the second picture?
- ♣ Who is the third batsman? etc.

Let's work together is a group activity. Each group will have to prepare a scrap-book. The teacher will help them to collect pictures from old newspapers or magazines.

### Lesson 2:- A Feat on Feet

The lesson should begin with a warm- up activity. The teacher is expected to motivate the students by pointing at the picture of the Mt. Everest. Teacher- student interaction will follow.

**Note**: The medium of interaction should be English. Single-word answers will be appreciated. Use of vernacular by any weak student may be allowed to a limited extent but he/she shall be supplied with suitable English words and expressions.

Let’s read is meant for reading comprehension. The teacher should give a model reading. He/she should show the students how reading in word-cluster is required for understanding the input. Activities 1-4 should be done orally at first, eliciting responses from the groups, and then pair work is to follow. Activities 5-7 should be done in groups as listening-speaking activities, but later individual work is necessary and feedback should be taken. Activities 8 and 9 are pair activities.

### Lesson 3:- Phulmani’s India

A list of questions is provided for the warm-up task. The teacher may add some more questions for student motivation and for developing their oral-aural competence. After practising loud reading for developing the learners’ competence in pronunciation, stress, accent and intonation, they are engaged in silent reading is done individually. Activities 1-5 are to be done in pairs. Activities 6-8 requires group work. Activities -11 are to be done individually. Activities 12-14 are group activities. The teacher should invite feedback at the end of each activity.

### Lesson 4:- Memory in Marble

The teacher will motivate learners by involving them in oral-aural activity. Pictures of the Taj Mahal, Red fort can be used as TLM. Pair work is required for Activities 1-4. Activities 5 and 6 are to be done individually. Feedback is to be taken. Activity 7 and Let’s work together are to be done in groups. Activity 7 should be preceded by oral-aural tasks.

### Lesson 5:- My School Days

The teacher should interact with the students and elicit responses from them. They should be motivated before introducing the lesson. Activities 1 and 2 are to be done in pairs. Activities 3-5 are to be done individually and the feedback has to be taken. Activity 6 should be preceded by oral-aural activity. The teacher should ask questions on the input after the students have read the text silently. A kind of a quiz-game may be introduced for eliciting and assessing responses. Students sitting in groups will have to respond in English to the questions like-

♣ Can you name some teachers mentioned by Satyajit Roy?

♣ What subject did D. Roy teach?

♣ What type of a story is ‘ The owl and the frog’? etc.

Activities 6 and 7 are to be done in pairs. Activities 8-10 are to be done individually and feedback is to be taken.

### Lesson 6: The Clever Monkey

‘Let’s begin’ is a warm-up activity for learners’ motivation. The teacher is expected to ensure that the students are involved in oral-aural activity. Silent reading should be done by the students individually. Oral-aural activity should precede Activities 1-3. The teacher can initiate the students asking questions like:

- Where would you find the fruit trees?
- Can you describe the fruit tree of the island?
- How did the monkey go to the rock? etc.

The students are to be encouraged to respond in English. Activities 1-3 should be done in pairs. Activity 6 should be preceded with listening-speaking task. Activities 7and 8 are individual task. Feedback is to be taken. Activity 9 is role-play. The teacher will help the students to enact roles and dramatize a given situation. Pair work is to be done for Activities 10-12. Activities 13 and 14 are to be done in groups.

### Lesson 7: The Rebel Poet

The teacher will motivate the students by singing the song in chorus. The inspirational song should be sung with proper pronunciation and in correct tune.

[**Note:** 'Art education must become both a tool and a subject taught in every school'-NCF 2005]

The follow-up should be interaction between teacher-student and student-student. The teacher can initiate a conversation by asking-

- Can you think of any other inspirational or patriotic song?
- Who wrote the song?
- Do you know any patriotic poet? etc.

The teacher is expected to organize role-play using the reading input [objective: joyful reading]. Individual silent reading is necessary for engaging in activities. Activities 1-5 should be done individually and feedback is to be taken. Activities 6-8 should be done in pairs. Emphasis should be given on peer-learning. Activity 6 should be preceded with oral-aural activity [in group]. Activity 9 and Let's work together should be done in groups.

### Lesson 8: Buildings to Remember

The warm-up task should be done through oral-aural activities. Silent reading of the reading input [i.e. Let's read] should be done individually. Activities 1-3 are pair work. Activities 4 and 5 should be preceded with oral-aural activities. Activity 6 is individual work. Activity 7 and Let's work together are to be done in groups.

### Lesson 9: The Bird's Eye

The teacher motivates the learners by involving them in T-S and S-S interaction. Silent reading of the reading input [i.e. Let's read] should be done by the students individually. Activities 1-3 should be

done individually while reading the input. Activity 4 should be preceded by oral-aural activity [in groups]. Activities 5-7 are pair work. Activities 8-11 should be done individually. Let's work together is a group work which is to be preceded by oral-aural activity.

### Lesson 10: A Great Social Reformer

The teacher will use pictures [TLM] to motivate the learners. He/she will elicit response from the students and inspire them to converse in English. Activity 1 is a group work. Activities 2-4 are to be done individually. Activities 5-8 are pair work. Feedback is to be taken. Activity 9 is group work but it should be preceded with oral-aural activity. Let's talk is a listening-speaking activity emphasizing on real-life experience.

### Lesson 11: The Finishing Point

The teacher ask questions and elicits responses in English. Activities 1-4 are to be done in pairs. Activities 5 and 6 should be preceded with oral-aural tasks [in groups]. Activities 7-10 may be done in pairs. Oral-aural activity [ in groups] should precede Activity 11. The teacher's role is that of a facilitator initiating students to speak in English and encouraging S-S interaction.

### Lesson 12: Beyond Barriers

The teacher will interact with the class for motivating the students. He/she will show pictures of various astronauts like Rakesh Sharma, Kalpana Chawla etc. He/she elicit responses from the learners asking them questions in English and involving all the learners in the class. Activities 1-3 are to be done in pairs. Oral-aural activities should precede Activity 4. Activities 5-7 are to be done in groups. Activity 8 is for individual work. Activity 9 should be preceded with oral-aural activity. let's work together is a group activity. The objective is to allow the child go beyond the area of the text and learn and express his/her views freely, ' free from fear, trauma and anxiety' [RTE 2009, ch.5].

## Continuous and Comprehensive Evaluation (CCE)

RTE Act, 2009, (Ch.5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a child's understanding, knowledge and his/her ability to apply the same. It also makes it mandatory that "no child shall be required to pass any board examination till the completion of elementary education." The activities in the book take care of the child's holistic development, which includes his/her knowledge, potentiality and talent that should closely be monitored through continuous evaluations on the basis of the various activities of the child within the classroom and out side. These activities showcase the multifarious skills of the language.